

DOCUMENT RESUME

ED 333 694

EC 300 450

AUTHOR O'Neill, John; And Others
TITLE Supplement for Transition Coordinators. A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
INSTITUTION City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS AGENCY New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Dec 90
CONTRACT G008730415
NOTE 162p.; For related documents, see EC 300 449-453.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Assistive Devices (for Disabled); *Education Work Relationship; Financial Support; *Individualized Programs; Legislation; *Mental Retardation; *Multiple Disabilities; Planning; Rehabilitation; Secondary Education; *Transitional Programs; *Visual Impairments
IDENTIFIERS Community Based Education; *New York

ABSTRACT

This handbook supplement, for transition coordinators, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on transition planning and community based instruction, including vocational experiences. Section I looks at transition planning including establishing a model of school based transition planning, the individualized transition planning (ITP) process, and the adult service system. Laws and entitlements are reviewed in Section II including Social Security benefits, Department of Labor regulations, and guardianship and financial planning. Most of the document consists of the following appendices: an ITP form; parent input forms and instructional staff questionnaire; a reference list (8 references); publishers' addresses; product list; state mental retardation and developmental disabilities agencies; state rehabilitation agencies serving persons with visual impairments; state vocational rehabilitation agencies; and state protection and advocacy agencies. Five supplemental appendices list New York State offices including: district offices of the Office of Vocational and Educational Services for Individuals with Disabilities; regional offices of protection and advocacy agencies; independent living centers; borough/district Developmental Services offices; and offices of Social Security. (DB)

SUPPLEMENT FOR TRANSITION COORDINATORS

**A CURRICULAR APPROACH TO SUPPORT THE TRANSITION
TO ADULTHOOD OF ADOLESCENTS WITH
VISUAL OR DUAL SENSORY IMPAIRMENTS AND COGNITIVE DISABILITIES**

John O'Neill, Ph.D., Project Director
Hunter College of the City University of New York

Carole R. Gothelf, Ed.D., Co-Principal Investigator
The Jewish Guild for the Blind

Shirley Cohen, Ph.D., Co-Principal Investigator
Hunter College of the City University of New York

Laurie Lehman, M.A., Project Associate
Hunter College of the City University of New York

Sara B. Woolf, M.A., Project Associate
Hunter College of the City University of New York

with assistance from
Leslie G. Ross, M.Ed., Project Associate
The Jewish Guild for the Blind

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

John O'Neill

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

This Project was funded by the Office of Special Education and
Rehabilitation Services (OSERS G008730415) and the New York State
Education Department, Office for the Education of Children with
Handicapping Conditions, Title VI-C.

ED333694

EC 300452

SUPPLEMENT FOR TRANSITION COORDINATORS

TABLE OF CONTENTS

Preface	i
SECTION I: TRANSITION PLANNING	
Introduction to Transition Planning.....	1
Establishing a Model for School Based Transition Planning.....	4
The ITP Planning Process.....	13
Understanding the Adult Service System.....	36
Conclusion.....	39
SECTION II: LAWS AND ENTITLEMENTS	
Introduction.....	40
Social Security Benefits.....	41
Department of Labor Regulations.....	46
Guardianship and Financial Planning.....	53
APPENDICES	
A ITP Form.....	60
B Parent Input Forms and Instructional Staff Questionnaire.....	68
C Reference List.....	77
D Publishers' Addresses.....	79
E Product List: Catalogs for Adaptive Aids and Equipment.....	82
F State Mental Retardation/Developmental Disabilities Agencies.....	85
G State Rehabilitation Agencies serving Persons with Visual Impairments.....	94
H State Vocational Rehabilitation Agencies.....	102
I State Protection and Advocacy Agencies.....	110
SUPPLEMENTAL APPENDICES - NEW YORK STATE OFFICES	
J District Offices of the New York State Office of Vocational and Educational Services for Individuals with Disabilities.....	118
K Protection and Advocacy Agencies- New York State Regional Offices.....	122
L New York State Independent Living Centers.....	125
M New York Borough/District Developmental Services Offices.....	132
N New York State Offices of Social Security.....	136

PREFACE

This training packet entitled "A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities", was developed through funding from the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS), and from the New York State Education Department, Office for the Education of Children with Handicapping Conditions, Title VI-C.

The purpose of this project is to develop a vehicle to aid educators in connecting with families and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive and visual or dual sensory impairments. The particular focus of this project is the preparation of students for adult life styles reflecting competence, participation, and productivity.

This training packet consists of a basic guide, "Handbook for Instructional Staff," with three supplements, and a "Handbook for Parents." The components of the complete curriculum are listed below.

Handbook for Instructional Staff

Supplement for Administrators and Supervisors

Supplement for Transition Coordinators
Supplement for Adult Service Providers
Handbook for Parents

The Handbook for Instructional Staff is meant to serve as the core guide not only for instructional staff, but also for administrators and supervisors, transition coordinators, and adult service providers. Without a thorough understanding of the curricular approach represented in the Handbook for Instructional Staff, these professionals will not be able to effectively support the implementation of this program. Material specifically identified with the responsibilities of administrators and supervisors, transition coordinators, or adult service providers is presented in a separate supplemental handbook.

This Supplement for Transition Coordinators is designed to be a planning guide to help you facilitate the transition of the students in your program from school to adult life. The transition coordinator serves as a link between teacher, school, parents, adult service providers, and the general community. Some schools do not yet have an individual who has been identified as the transition coordinator. In such a case, the functions and responsibilities of this role can be assumed by a member of the instructional staff (including related service providers), by an administrator, or by a

member of the interdisciplinary team. Because this individual will be adding substantial responsibilities to his already existing functions, other members of the team will have to share in this work.

SECTION I: TRANSITION PLANNING

INTRODUCTION TO TRANSITION PLANNING

Transition refers to a significant change in a person's life. We all experience transitions in the course of our lives. For individuals with visual or dual sensory impairments and cognitive disabilities, change can be particularly difficult. This is especially true of the transition from school to adult life. This particular transition requires prior planning and answers to such questions as:

- o What will the student need to learn before leaving school to prepare for the adult world?
- o Where will the person live as an adult?
- o What activity(ies) will replace school for this individual?
- o How will this individual support himself?
- o What will she do with her leisure time?
- o How will this person travel in the community?

Because of the time and effort required to teach skills and delineate optimal adult life styles for these students, school personnel, adult service providers, and parents need to address these issues from a transition planning perspective long before the student leaves school. Most school personnel have not been trained to take an active role in facilitating

their students' transition from school to adult life. Transition planning requires a change in the way of thinking about educational programming. This change requires that IEP decisions for the student of high school age be based on demands of both the student's current living situation and the goals for adult life for this individual. For example, if a student is expected to move to a small group home, it would be valuable for him to develop skills that would be expected in that setting.

The transition planning process is a coordinated effort by school personnel, parents, and adult service providers to prepare high school students for the demands of adult living, and to make those arrangements necessary to maximize each individual's participation, functional competence, and productivity in the community after leaving school. Transition planning is necessary because of the complex nature of the adult service network, the challenging needs of students with visual or dual sensory impairments and cognitive disabilities, and the limited availability of adult service programs that meet the needs of these young people.

There are two levels of transition planning: the school level and the interagency level. The interagency level involves such activities as:

- o Developing interagency task forces composed of

representatives of education, state rehabilitation and developmental disabilities agencies, and adult service providers.

- o Developing policy and mechanisms for the transitioning of students from school to adult service options.
- o Re-examination and redesign of roles and functions of staff in this process.

For more information about the interagency level of transition planning, see the Supplement for Administrators and Supervisors. This Supplement for Transition Coordinators will focus on school level transition planning.

ESTABLISHING A MODEL FOR SCHOOL BASED TRANSITION PLANNING

You may have been officially assigned the role of transition coordinator in your school, or you may be a school staff member who is interested in helping to establish a model of transition planning in your school. Whichever is the case, it is essential to obtain the school administrator's support in this endeavor, and to work with the school administrator to develop an understanding and consensus among staff that this is an important new direction.

Below are some key questions to address in developing a model for transition planning.

1. How do you begin to foster understanding of the transition planning process?
2. What is the relationship between the individualized education program (IEP) planning process and the individualized transition planning (ITP) process?
3. What are the areas dealt with in the ITP process?
4. Who participates in the ITP process and what are their responsibilities?

FOSTERING UNDERSTANDING OF THE TRANSITION PLANNING PROCESS

Because transition planning will be new to many professionals and parents, they will need time and assistance in developing an understanding of this process and their responsibilities in it. There are several issues that need to be reviewed with staff: 1) What the objectives of transition planning are. 2) What transition planning has or can accomplish. 3) What is involved in the transition planning process. 4) What community options and resources are available for students, both while they are still in school and when they leave school.

There are a variety of strategies for helping staff and parents acquire the above information, including staff orientation meetings, parent orientation meetings, and meetings that include both instructional staff and family members.

Staff Orientation. Some school systems may already have established guidelines and procedures for transition planning. If this is so, the transition coordinator's role will involve helping staff become aware of these guidelines and facilitating their implementation. This will include tailoring the procedures to better match the needs of students with dual sensory impairments and cognitive disabilities and their families.

However, some school systems have not yet established a set of guidelines and procedures for the transition of special education students. This situation presents an opportunity to work creatively to design transition strategies and procedures that fit the unique circumstances of the school and its particular students.

The primary goal of any staff orientation program is to elicit the cooperation and support of all members of the school community for transition planning. Information sharing is a necessary element in this process. However, how information is presented and how decisions are made about transition planning will influence how well this goal is met. Right from the start decision making about transition procedures needs to be a shared process, with participation reflecting all segments of the school community.

It may be useful for the transition coordinator to identify literature related to transition and compile a resource library for staff and parents. Relevant literature is listed in Appendix C (pp. 76) of this supplement with the publishers' addresses listed in Appendix D (pp. 78).

Meeting With Parents. A key component of the transition process is the involvement of parents in all planning phases. Such participation should occur throughout the student's schooling. However, it takes on particular relevance when the

student is of high school age, and goals for post school life need to be considered. (See Handbook for Instructional Staff, "Relating to Parents", pp. 16-23.)

Parents should be introduced to the concept of transition planning in a variety of steps over a period of time. When students reach high school age (if not earlier), parental thinking about the post-school options for their son or daughter needs to be explored. This step may well stimulate parent questions or requests for information. A group meeting, focused on school and post school options, may be an outgrowth of this process.

Some parents may be ready and eager for such a group meeting on transition questions soon after their son or daughter reaches high school age. Other parents may be less ready to explore post school issues until their sons or daughters are somewhat older.

Another way of orienting parents to transition issues is to help them establish linkages with parents of older students who are further along in the transition process. The involvement of parents of older students may improve the effectiveness of the orientation to transition issues, because these parents have personally dealt with transition issues.

Some parents may not be able to participate actively in the transition planning process. In such situations there may be another family member who would be willing to share responsibilities for participation in transition planning. Outreach efforts may be necessary to identify this individual or individuals. In those few situations in which no such family member can be identified, the transition coordinator and other school staff may need to become more actively involved in planning and advocating for the student.

THE RELATIONSHIP BETWEEN IEP AND ITP

While every student must have an IEP, the ITP may be either an expanded, age-appropriate version of an IEP for students of high school age, or a supplement to the IEP. The purpose of the ITP is to establish specific transition goals for individual students, assign tasks to transition team members to facilitate attainment of these goals, and identify instructional goals for the IEP that would support the student's post school goals. For example, if an ITP goal for a student is to travel to a nearby supported work site, an IEP goal should be the development of orientation and mobility skills that would enable the student to engage in such travel. If an ITP goal for a student is participation in integrated recreation programs in the community and such participation requires that the student demonstrate independence in toileting and hygiene, then developing greater independence

in these areas should become an IEP goal.

AREAS COVERED BY THE ITP

There are seven key areas of focus that need to be addressed for optimal transition planning:

- o vocational placement
- o living arrangements
- o recreation and leisure
- o transportation
- o income
- o medical care
- o family support

Note that the above categories have been selected as the basis for the individualized transition plan (ITP) form that is included in Appendix A of this supplement. These categories can be modified to cover other concerns that a student and family may have.

RESPONSIBILITIES OF PARTICIPANTS IN THE ITP PROCESS

The core transition team members are: the parent(s) or guardian, the teacher, the student (whenever possible), a school staff member who serves as the transition coordinator or who assumes the responsibilities that go with this role. In addition, participation of a school administrator is sometimes essential. When major changes are being considered,

members of the multidisciplinary team responsible for the IEP (in New York State the Committee on Special Education) must be involved. The participation of an adult service agency representative is critical when students approach their last year in school and the path to appropriate adult services is not clear.

Brief descriptions of the roles of the administrator, transition coordinator, teacher, parent(s), and adult service agency representative follow.

Administrator. The most fundamental role of the administrator is to provide strong support for the idea of staff assuming responsibility for transition planning. If the local school district has not yet issued policy guidelines for transition planning, the administrator must assume a leadership role in the development of school guidelines for this process. (See the Supplement for Administrators and Supervisors for further discussion of this topic.)

Transition Coordinator. The transition coordinator assumes primary responsibility for identifying appropriate adult service agencies and local providers; developing relationships with key staff of these agencies; working with parents, teachers, and administrators to implement transition plans; and, possibly, helping to explore community sites for work placements and other learning experiences. Many school districts do not have transition coordinators; therefore, this

responsibility may have to be assumed by another member of the staff or more than one staff member. In the latter case, specific transition responsibilities should be relegated to each of the staff members agreeing to share this work. For example, at one site the social worker assumed responsibility for relating to adult service agencies and providers, and for monitoring the implementation of transition plans, while a teacher assumed responsibility for exploring work sites in the community.

Teacher. The teacher assists in transition planning through gathering and sharing relevant information, helping to formulate educational goals supportive of each student's ITP, and helping to carry out tasks agreed upon during transition planning meetings.

Parent. Parents assist in transition planning by sharing information about family and child needs, activities, and desires; by responding to information presented by the teacher and other professionals; by helping to formulate short and long-term goals; and by interacting with adult agencies and local service providers in delineating specific arrangements for their son or daughter.

Adult Service Providers. The participation of adult service agencies (in New York State the Commission for the Blind and Visually Handicapped, the Office of Mental Retardation and Developmental Disabilities, and the Office of Vocational and Educational Services for Individuals with

Disabilities) can take several forms. It may include participation in local interagency councils focused on transition. It may also include meeting with school transition teams or a team representative to outline possible services for a student and his family. Representatives of local service programs that might offer appropriate services to particular students should also be asked to participate in meetings designed to explore post-school options.

THE ITP PLANNING PROCESS

A good way to begin the ITP planning process is to establish a dialogue with parents. The teacher can be instrumental in beginning such a dialogue. A good starting point might be the student's likes and dislikes, activities, and style of interaction. This dialogue can move on to the subject of parental goals for their son or daughter, in the present and in the future. With this information as a base, the transition planning team can begin to shape goals and explore options.

Throughout this section of the Supplement for Transition Coordinators the example of a student, Ed, will be used to illustrate the ITP process. Ed's profile follows.

STUDENT PROFILE #1: Ed

Ed is a 16 year old who has a significant visual impairment, but who can use his vision for mobility and to locate objects. Ed's hearing is intact and he is able to follow directions such as returning food trays to his school cafeteria. Ed speaks in simple sentences, and has some echolalia. When asked a question he will often repeat the question before answering it. At other times he repeats advertisements and other phrases. He has satisfactory self-care skills, and enjoys interaction with peers, but does not initiate actions

or interactions. Ed's mother provides him with many opportunities to learn domestic skills in his home.

EXAMPLE: Ed

At age 15 Ed entered a new program in a high school. Ed's teacher arranged to meet with Ed's mother at the beginning of the school year to learn more about him. Ed's teacher used the Parent Input Form, Part I, to record information about Ed's preferences, style, and activities. The Parent Input Form, Part II, was used to record information about his mother's goals for his current life at home and in the community. Ed's mother's input helped his teacher get a better understanding of Ed's lifestyle. This information immediately influenced the teacher's thinking about appropriate goals for Ed. See Parent Input Form, Parts I and II, which follow for Ed's mother's input. (A blank copy of these forms may be found in Appendix B, pp. 67.)

**PLANNING PROCESS: PARENT INPUT I
STUDENT PREFERENCES, STYLE, AND ACTIVITIES***

Student: Ed Parent Interviewed: Ed's mother

Interviewer: teacher Date: 9/6/88

Preferences and Style

1. a. How does your son or daughter make himself or herself understood to you and other family members?

Speech ☒ Gestures _____ Sign Language _____
Pointing _____ Touch Sign _____ Communication Device _____
Gestures and Sounds _____

- b. How do you communicate with your son or daughter?

speech

2. When your son or daughter likes something, what does he or she do?

Speaks, signs or uses communication device <u>speaks</u>	Takes or grabs _____
Laughs or smiles ☒	Jumps or rocks _____
Points or reaches out _____	Makes sounds (describe) _____
	Other _____

3. When your son or daughter dislikes something, what does he or she do?

Speaks, signs or uses communication device <u>speaks</u>	Makes sound (describe) ☒
Cries or Frowns ☒	<u>clears throat and hums</u>
Screams ☒	Gestures (describe) _____
Pushes or throws _____	Other _____
Looks, pulls, or turns away ☒	

* Sources from which some questionnaire items were adapted:

Turnbull, H.R., Turnbull, A.P., Bronicki, G.J., Summers, J.A., & Roeder-Gordon, C. (1989). Disability and the family: A guide to decisions for adulthood. Baltimore, MD: Paul H. Brookes.

Ford, A., Dempsey, P., Black, J., Davern, L., Schnorr, R., & Meyer, L. (1987). Parent input: Priority goals. In The syracuse curriculum-referenced curriculum guide for students with moderate and severe handicaps (pp. 325-337). Syracuse, NY: Syracuse University.

4. What are your son's or daughter's three or four favorite activities? *Listening to rock and roll, helping me in the kitchen, playing with his special domino set by himself, using his brother's weights (with his brother - of course), or doing calisthenics with his brother.*
5. What are the three activities your son or daughter likes least?

group activities; cleaning his room

6. Does your son or daughter begin activities on his or her own?

Yes _____ No ✓

If yes, which ones?

7. Does your son or daughter seek out people to do things with?

Yes _____ No ✓

he likes to do things with me

8. How does your son or daughter respond to new situations and settings?

withdraws _____ gets upset ✓ explores _____

Describe what he or she actually does.

*pulls at his clothing and pinches himself
repeats things over and over again*

9. Describe how your son or daughter responds to children, teenagers, and adults in the community -- to neighbors, and to individuals in places he or she goes (e.g., ignores them, tries to communicate with children, pushes away people who get too close)?

Ed does not go near people he doesn't know but if someone he knows says hello to him, he will say hello and hold out his hand for shaking.

 Student Activities

10. For each of the activities listed below indicate whether your son/daughter does the activity independently, with help, or not at all.

-----	Indep- endent	With Help	Not Done
Eating a meal	✓		
Preparing a meal or snack		✓	
Setting the table		✓	
Cleaning up		✓	
Selecting foods for meal or snack		✓	
Dressing/Undressing	✓		
Selecting clothes appropriate for activities and weather		✓	
Selecting clothes to be purchased			✓
Using public toilets	✓		
Managing menstrual care <i>n/a</i>			
Shaving		✓	
Making the bed		✓	
Doing laundry		✓	
Sweeping, mopping, or vacuuming		✓	
Caring for plants			✓
Other housework (Specify) <i>takes out garbage</i>	✓		

	Independ- ent	With Help	Not Done
Using the telephone		✓	
Using television or radio	✓		
Using tape recorder or record player	✓		
Shopping in neighborhood food store		✓	
Eating in a restaurant		✓	
Using neighborhood services (e.g., barber, cleaning store)		✓	
Walking in the neighborhood		✓	
Using local public transportation		✓	
Participating in sports		✓	
Attending religious service			✓
Using a park		✓	
Going to a movie or musical event at a theatre			✓
Attending a neighborhood "Y" or other recreational agency			✓

Comments

*I would like Ed to be able to walk to the
deli and home safely and take the bus to my
brother's restaurant.*

PLANNING PROCESS: PARENT INPUT II
GOALS FOR CURRENT HOME AND COMMUNITY LIVING

Student: Ed Parent Interviewed: Ed's mother

Interviewer: Teacher Date: 9/6/8

1. What would you like your son/daughter to learn in school to increase his/her participation in family life?

When Ed is at home I would like him to do something without me telling him to. I don't like it when he just sits there and talks to himself and makes noises. If I tell him to put on the television or radio, he listens to me. When I give him his dominoes he plays with them, but I would like him to do this by himself.

2. What would you like your son/daughter to learn in school to increase his/her participation in community activities?

To go to the deli, safely, without me.

Based on input from Ed's mother, goals relating to travel in the community were developed. Orientation and Mobility training was identified as a related service that needed to be added to Ed's IEP through the appropriate procedure. The development of leisure activities was also identified as an appropriate goal. The teacher noted Ed's mother's report of his enjoyment of weight lifting and calisthenics with his brother. Ed did not seem to be enjoying his current physical education program in school, so the teacher decided to review that program with a view toward including calisthenics and weight lifting with a partner. Vocational experiences in the food service area were designed, starting with activities in the school cafeteria. The team social worker (who served as the transition coordinator) began seeking community sites for additional vocational experiences in this area.

In February Ed's mother, along with parents of other students who had entered the special education program that school year, participated in a meeting with the teacher and social worker designed to orient parents to the purpose of community-based instruction and transition planning.

At the beginning of Ed's second year in the high school program, when Ed was 16, his teacher again met with his mother to update information about Ed's home and community lifestyle (Parent Input Forms I and II). She also began exploring his

mother's goals for Ed's adult life. At this time the teacher used Parent Input Form III (which follows) to record Ed's mother's responses about goals for Ed's future. There were no differences between Ed's mother's viewpoint and his teacher's viewpoint in this matter. Had there been, the teacher would have noted these on the Instructional Staff Questionnaire.

As Ed's mother was very eager to begin transition planning, a meeting was set up to begin to explore possibilities for Ed's future. The participants at the meeting were Ed's mother, his teacher, Ed, the social worker, and the assistant principal in charge of special education. This meeting was viewed as a pre-IEP meeting. The ideas from this transition planning meeting helped shape Ed's next IEP. The ITP plan for Ed developed at the transition planning meeting follows after Parent Input Form III.

A discussion of each of the areas on Ed's ITP is presented after the ITP plan.

PLANNING PROCESS: PARENT INPUT III

Goals for Adult LifeStudent: Ed Parent Interviewed: Ed's motherInterviewer: Teacher Date: 9/8/89

1. What would you like your son/daughter to do after finishing school?

a. Living arrangements: Where would you like him/her to live?

To live at home for a few years and then move into a group home nearby.

b. Travel: How would you like him/her to travel to activities?

Like I said, I would like him to take the bus to my brother's restaurant, and walk to the deli, and maybe to my mother's house, safely.

c. Work or other daily activity: Would you like him/her to work? If yes, what kind of work would you like your son/daughter to engage in? If no, what other kinds of activities?

To work at my brother's restaurant. He is willing to let Ed work there if Ed can do something on his own.

d. Recreation activities (free time): What would you like him/her to do during free time?

Maybe go to some kind of program on Saturday afternoon. I would take him there if we could find a program.

2. Has your son/daughter ever indicated anything that he/she would like to do as an adult?

If yes, what?

No.

School Learning for Adult Life

3. What would you like your son/daughter to learn while he/she is still going to school in preparation for adult life? Give two or three activities in each of the areas below.

a. Household activities: *To make something for himself to eat when he's hungry. To clean his room.*

b. Personal hygiene, grooming, and dressing: *To know when his clothes are not right, like when his shirt is cut, and how to fix them.*

c. Recreational activities:

To do things on his own.

d. Neighborhood activities: *To go to the deli by himself to bring some food home.*

4. What kinds of work experiences would you like your son/daughter to have while still in school?

To begin to work in my brother's restaurant, maybe in the kitchen, loading the dishwasher.

INSTRUCTIONAL STAFF QUESTIONNAIRE

Please indicate any areas in which there is a difference between parental viewpoints and your own viewpoint on current school activities and on transition goals.

CURRENT SCHOOL ACTIVITIES

No differences.

TRANSITION GOALS

No differences.

INDIVIDUALIZED TRANSITION PLAN

NAME OF STUDENT Ed DATE OF BIRTH March 2, 1973 DATE OF PLANNING MEETING April 17, 1990
 PLANNING TEAM Ed, Ed's mother, teacher, social worker (serving as the transition coordinator) (TC)

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
VOCATIONAL PLACEMENTS		TC will contact the State Rehabilitation Agency for the Blind to arrange for Ed's certification, so as to assure eligibility for post-school services.	Work with TC & State Rehabilitation Agency for the Blind to ensure Ed's certification for services.	Local office of State Rehabilitation Agency for the Blind.	Ed will assist in food preparation in the school cafeteria two days a week.
Competitive	—				
Supportive	<u>X</u>			Contact person & responsibilities to be identified.	Ed will greet the cafeteria workers when he arrives at work.
Sheltered	—	Ed's teacher will visit the family restaurant to identify other possible work tasks that Ed could perform and to identify needed adaptations.	Arrange for Ed to work in family restaurant two days a week for a total of four hours.		Ed will inform cafeteria supervisor when he has completed a task and request other work.
Specify the above or other	—				Ed will be able to perform two work tasks identified by the teacher as appropriate to the family restaurant.
<u>At family owned restaurant.</u>					
		A teacher assistant will accompany Ed to the family restaurant twice a week for a total of four hours to provide job coaching services.			Ed will initiate communication with two other workers at his uncle's restaurant during each two hour training period.
Identify current & past Vocational experiences					
<u>Occasionally assists in washing vegetables and clearing tables in family restaurant.</u>					

NAME OF STUDENT EdDATE April 17, 1990

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
LIVING ARRANGEMENTS		TC arranges for Ed's parents to meet another parent who was very active in exploring residential options for her son.	Meet with paired parent to discuss residential options.		
With Family	<u>X</u>				
Semi-independent Living	<u> </u>				
Community Residence	<u> </u>				
Specify the above or other <u>Parents want to know</u>	<u>X</u>				
<u>about options for Ed when he</u> <u>reaches adulthood.</u>					
Identify current living arrangements <u> </u>					
<u> </u>					
<u> </u>					
<u> </u>					

NAME OF STUDENT EdDATE 4/17/90

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
RECREATION AND LEISURE					
Use of integrated, community facilities & programs	<u>X</u>	TC will assist Ed and his mother in identifying recreation and leisure programs in Ed's neighbor- hood that Ed might enjoy and that might make accom- modations to facilitate Ed's participation.	Work with TC to identify programs and facilities for recreation and leisure in Ed's neighborhood.	The body building instructor at the local Y will work with Ed's teacher to integrate Ed and a classmate into body building activities.	Ed will be integrated (mainstreamed) in the school's physical education program through calisthenics, weight lifting, and selected gymnastic activities.
Use of specialized facilities & programs	<u> </u>		Work with TC or teacher to select possible integrated recreation programs, including making visits with Ed to these programs.		Ed will use the gym at a local Y once a week for body building activities, along with non-disabled adults.
Specify the above or other	<u> </u>	Ed's teacher will finalize arrangements for Ed and one of his classmates to use the gym of a local Y during school hours.			
<u> </u>		The vision specialist and teacher will provide consultive services to the teachers in whose classes Ed will be mainstreamed.			Ed will participate in one mainstream class and one club in the arts area, e.g., sculpture, music, drama, during school hours.
<u> </u>					
<u> </u>					
Identify current recreation and leisure programs being used					
<u>Saturday recreation program</u>					
<u>operated by vision agency.</u>					
<u> </u>					

NAME OF STUDENT EdDATE 4/17/90

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
TRANSPORTATION		Orientation and Mobility instruction will be provided in Ed's neighborhood. The Committee on Special Education will arrange for this service to be initiated within 30 days after the time it is added to Ed's IEP.		The school district will contract with a local service provider for orientation and mobility instruction for Ed.	Ed will acquire orientation and mobility skills that enable him to: (1) move more independently about his neighborhood; and (2) use a public bus that takes him from the family restaurant to a stop near his home.
Provided by family	___				
Public transportation	___				
Specialized transport	___				
Orientation & Mobility assistance	<u>X</u>	TC will inform parent about how to apply for public transportation half fare program for the handicapped.			
Specify the above or other _____	___				

Identify current modes of transportation used					
<u>Car and public transportation with family members.</u>					

NAME OF STUDENT EdDATE 4/17/90

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
INCOME					
SSI	<u>X</u>	TC will check with Ed's mother to make sure that she knows that he will be eligible for social security benefits when he turns 18.	Ed's mother will contact the local office of the Social Security Administration to pick up an application and written literature on SSI benefits.		
SSDI	—				
Food Stamps	—	TC will explain to Ed's parents the impact of Ed's wages on SSI benefits.			
Earnings	<u>X</u>				
Other (Specify) _____	—				

Identify the above types of assistance being received _____					

NAME OF STUDENT EdDATE 4/17/90

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
MEDICAL CARE		TC will explain to parent	Will arrange visit		
Insurance	<u> </u>	that Medicaid coverage will	to the low vision		
Medicaid	<u>X</u>	be available for Ed when he	clinic of the NY		
Medicare	<u> </u>	is approved for SSI.*	Association for the		
Other(Specify) <u> </u>	<u> </u>		Blind for assessment		
			for adaptive aids.		
Specialized health care <u> </u>	<u>X</u>				
<u>Low vision clinic-assessment</u>					
<u>and adaptive aids.</u>					
Other(Specify) <u> </u>					
Identify current health					
insurance <u>Private through</u>					
<u>parent's employer</u>					
Identify current services					
being used <u>N.Y. Association</u>					
<u>for the Blind Vision Clinic.</u>					

*This is true in all but
a handful of states.

NAME OF STUDENT EdDATE 4/17/90

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP SERVICES
FAMILY SUPPORT		TC will arrange a meeting between Ed's parents and another parent who was very active in exploring residential options.	Meet with paired parent to discuss residential options.		
Peer support network	<u>X</u>				
Parent education	___				
Counseling	___				
Respite Care	___				
Economic assistance	___				
Legal services (trusts, wills, guardianship)	___				
Advocacy	___				
Specify the above or other	___				

Identify current family support services used _____					

EXPLANATION OF ITP

Vocational Placement refers to day activities in the community that could be available to a particular student during and after leaving school.

Ed's mother had told his teacher during the parent interview that Ed had learned to clean the tables at his uncle's restaurant. However, he still needed to be monitored in this activity. At the ITP meeting, Ed's teacher agreed to visit the uncle's restaurant to identify additional work activities for Ed and any adaptations that might be needed in implementing them. In addition, the teacher agreed to focus on teaching Ed self-monitoring techniques for these work activities.

Living Arrangements focuses on residential options for both the present and the future. If a family wants to explore out-of-home options, there are several ways to respond to this. One is to put the parents in touch with other parents who have been active in exploring residential options. Another is to arrange a meeting of Ed's parents and other interested parents with a representative of the local office of the State MR/DD agency or a local residential service provider. As there is a scarcity of residential options outside the family

home for individuals with visual or dual sensory impairments and cognitive disabilities, it is essential to begin exploring residential options long before there is any expectation of the student moving from his family home.

Income refers to earned income or financial assistance for which the student qualifies. Some sources of financial assistance that may be available to students, or may become available to them at age 18, are Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), and food stamps. Refer to the section on Social Security (pp. 40) for specific information concerning these benefits. The transition coordinator or school social worker should inform parents about these benefits and help them apply for them when appropriate.

Medical care for these students may be both a present and future concern for their families. In almost all states when an individual becomes eligible for SSI benefits, eligibility for medicaid is also established.

Recreation and leisure activities may occur in a variety of settings, including the home, integrated school and community programs, or specialized facilities.

Ed's mother communicated her belief that Ed would benefit from participation in the variety of recreation activities available in the school and community for adolescents. She also felt that he would benefit from interaction with non-disabled peers. Four different integrated, recreational activities were targeted for his participation: a regular physical education program in the school, a school club, an arts class at school, and body building activities at the local Y. (A classmate would also participate in these local Y activities.)

Transportation is a critical issue for these students because many of them cannot use public transportation independently and the fulfillment of many transition goals depends upon getting to and from various community sites. Specialized transportation is provided in most medicaid supported day and residential programs. It is not generally available for recreation, leisure, or work. The transition coordinator may need to help families arrange for such options as car pools, reduced fare arrangements with car service agencies, use of family support networks to assist with transportation, and use of volunteer or paid escorts. When appropriate, educational goals should be designed to support the

development of skills that expand the student's travel options. For example, orientation and mobility instruction could be combined with the use of strategies for enlisting the help of others in using public transportation.

Family support is an important part of transition planning. Because there is no entitlement to adult services, families may have to deal with multiple agencies and long delays in obtaining the comprehensive services that are needed by their son or daughter. The school team can support families by providing information about adult service options and community resources; by supporting parent-to-parent networks; and by assisting parents in exploring adult service options for their sons or daughters. One way of presenting information to parents is through workshops. These can either be conducted as staff-parent workshops at the school, or parents can be put in touch with local adult service providers that conduct such workshops.

UNDERSTANDING THE ADULT SERVICE SYSTEM

Transition coordinators need to understand the structure of the adult service network in their own states and communities, and need to develop relationships with local service providers. While there are differences from state to state on how state agencies work and what services they provide for adults with severe disabilities and visual or dual sensory impairments, there are some commonalities. Every state has a rehabilitation agency that focuses on the needs of people with disabilities. In some states there is a separate rehabilitation agency that serves people who are blind and visually impaired, while in other states this service is provided by an office within the overall rehabilitation agency. Each state also has an agency serving persons who have mental retardation and developmental disabilities. Sometimes this agency is part of a broader state agency such as social services, public welfare, or mental hygiene. In addition, there are protection and advocacy agencies in each state.

The state rehabilitation agency serving persons who are blind and visually impaired focuses upon helping individuals move into the work world. This agency may work not only with students over age 18 but also with younger adolescents (or even younger children) to help prepare them to assume roles

in the work force. This agency may provide, arrange and/or pay for such services as vocational evaluation, orientation and mobility training, training in activities of daily living, supported work experiences, and adaptive equipment. A list of these state agencies is provided in Appendices G (pp. 93) and H (pp. 101).

The state agency serving persons with mental retardation and developmental disabilities may provide vocational services as well as residential services, day programs, recreation and leisure activities, and family support services. Even if individuals receive vocational services from the state rehabilitation agency serving persons who are blind and visually impaired, they may also be eligible to receive other types of services from the state agency serving persons who have mental retardation or developmental disabilities. Appendix F (pp.84) contains a list of the state mental retardation/developmental disabilities agencies.

Each state also has a network of "Protection and Advocacy" agencies that serve individuals of all ages who have developmental disabilities. These agencies are available to work on behalf of individuals with developmental disabilities whose rights are not being respected, or who are not being provided full access to services. A list of the State Protection and Advocacy agencies is provided in Appendix I

(pp. 109).

The agencies described above represent the basic state resources for persons with severe disabilities that include visual or dual sensory impairments and cognitive disabilities. These agencies have offices at the regional and/or local level and may provide services directly to persons with disabilities and/or contract with local voluntary providers for services. In either case, it is the transition coordinator's responsibility to develop relationships with key individuals (e.g., program administrators, intake workers, case managers) from these regional and/or local offices as a means for facilitating the transition process. It is also useful for transition coordinators to spend some time getting to know local adult service programs and establishing relationships with key persons at these programs.

While engaging in individualized transition planning, the transition coordinator will be gathering valuable information about adult services in the community. This process may generate useful information regarding gaps in services. The sharing of this information with the interagency council would represent a constructive contribution by the school to the transition planning process at the local level.

CONCLUSION

As the transition coordinator needs to be able to assume a leadership role in the ITP planning process, it is essential that he or she be familiar with individual students. This may include reviewing official records, reviewing parent input questionnaires, meeting with instructional staff, and observing students. The transition coordinator needs to be able to ask questions that will facilitate the process of examining and selecting long-term goals and the resources for meeting these goals. When appropriate resources are not readily available, the transition coordinator, in cooperation with the school administrator, needs to help stimulate additional options through a variety of advocacy activities, building on a foundation of information that has been gathered and relationships that have been developed.

FOR MORE INFORMATION

Wehman, P., Moon, M.S., Everson, J.M., Wood, W., & Barcus, J.M. (1988). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brookes.

SECTION II: LAWS AND ENTITLEMENTS

INTRODUCTION

This section of the Supplement for Transition Coordinators provides information about three areas of great relevance to young adults with severe disabilities and their families. Social Security benefits take on special relevance at this stage because many students become eligible for these benefits at age 18. Labor Department regulations are important considerations when students are being involved in vocational activities. Guardianship and financial planning take on new relevance when students reach age 18, and when parents begin to think about their son's or daughter's care after they are no longer capable of providing it.

However, certain impairment related services or items needed for work can be deducted from work earnings and thereby protect monthly SSI payments. For individuals with blindness, any work expense necessary for earning an income can be deducted. For those who are not blind, all deductible work expenses must be impairment related.

Social Security regulations ensure that it is always advantageous for people who are disabled to work. An employed person who is disabled and receiving SSI will always bring home more money than a similar person who does not work.

When cash benefits from SSI are discontinued, eligibility for SSI benefits can be retained for at least 12 months (and a reapplication for cash benefits can be made at any time after 12 months).

To help establish or maintain eligibility for SSI, a person can work with SSA to create a plan for achieving self-support. This is a savings-spending plan for using personal resources to achieve a realistic work goal. These resources are excluded from the Social Security Administration's determination of a person's eligibility and monthly cash benefits.

Even in those cases where payments are reduced substantially,

SOCIAL SECURITY BENEFITS

There are two major government programs for students with disabilities administered through the Social Security Administration (SSA): Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Both provide support to qualified individuals through cash payments and coverage of medical expenses.

SSI

SSI benefits are available to children with disabilities under age 18 whose families are financially needy. Once a individual becomes 18 years old, he or she is eligible to receive part of the SSI cash benefits even when their families are not financially needy. The student's income and financial resources are considered after age 18, not the family's. A Social Security Administration employee reviews the student's application to decide if he or she is qualified. Families should submit applications for SSI prior to the student's 18th birthday as this review process may take several months.

If the person begins to earn substantial income after leaving school, his or her SSI payments may be decreased or even stopped after earned income reaches a certain point.

or eliminated, SSI is important for other reasons. In most states, eligibility for SSI provides eligibility for food stamps and Medicaid. Medicaid can be continued even after cash benefits are stopped. Medicaid benefits are protected even when earnings are too high to receive SSI cash benefits provided that medicaid benefits are required in order to work and the employee with a disability can not afford similar benefits.

Medicaid provides comprehensive health care coverage. Some states have Medicaid Waiver Programs that cover selected home based services for individuals with severe disabilities, that are not included in basic Medicaid programs. The local Social Security Administration office will direct you or a family member to the local agency that can answer questions about Medicaid services. Medicaid is usually administered through a local office of a Department of Social Services.

SSDI

Social Security Disability Insurance provides payment to all students (under age 18) of retired, disabled or deceased parents. It also provides payments to the adult disabled children of such workers if the child became disabled before age 22. If either parent is considering retirement, a good suggestion would be for them to visit their local Social

Security Administrative office to find out what SSDI benefits may be available to their child.

The student with a disability may be eligible for both SSI and SSDI. However, payments from SSI will be decreased to take into account the cash benefits received from SSDI.

Persons with disabilities who receive SSDI payments can be employed for a trial work period without losing benefits. SSDI recipients are allowed to accumulate nine trial work months, not necessarily consecutive, before benefits are reduced or lost. A trial work month is a month within which a SSDI recipient earns \$200 or more. If a SSDI recipient earns above the substantial gainful activity (SGA) level during any month following the trial work period, benefits may be discontinued, but not until a three month "grace period" has passed during which benefits continue. The SGA level is currently (1990) \$500/month for persons with disabilities who are not blind and \$780/month for those with blindness. After the trial period there is an extended period of eligibility (36 months including the three month "grace period") where SSDI cash payments can be reinstated during any month that earnings are not above the SGA level. Cash payments can be reinstated without any paper work or application.

If the person with a disability is eligible for SSDI, he or

she may also be eligible for Medicare coverage. However, Medicare coverage is less comprehensive than that of Medicaid. It is also possible to be eligible for Medicaid and Medicare, when qualified for both SSI and SSDI. Medicare coverage can be extended for 24 months after a person stops receiving SSDI cash payments because of earnings above the SGA level.

DEPARTMENT OF LABOR REGULATIONS

There are certain restrictions imposed by law that school administrators or transition coordinators need to be aware of in terms of vocational training and employment of those with severe disabilities. The Fair Labor Standards Act (FLSA) empowers the United States Department of Labor to regulate training, employment, and child labor for all U.S. citizens. Familiarity and compliance with both federal and state regulations is necessary.

STUDENT TRAINEES

One important distinction to be made is between a trainee and a student as employee. A student trainee is not covered by FLSA regulations and is not paid for the experience. A student employee typically is paid at least minimum wage, given overtime pay for overtime work, and performs non-hazardous jobs. Prior to placement of a person with severe disabilities within a community based site, school staff will first need to determine if the student is a trainee or employee. This decision is based upon the student's activities at the site. Four criteria can be helpful in determining whether the student can be considered a trainee:

- o The training is consistent with the student's IEP/ITP goals.
- o The student understands that he will not be paid and will

not be guaranteed a job after training ends.

- o The training experience benefits the student but not those who are training him.
- o The student trainee does not replace or impair other employees or potential employees.

The usual length of time a trainee may remain at one site is 3 months. If more time is needed for a student with severe disabilities this need should be documented.

STUDENT EMPLOYEES

Students (as young as 14) can be paid for work. However, the community site in which students work as paid employees must meet specific FLSA requirements. In addition, each state has its own requirements with which school administrators and transition coordinators must be familiar.

There are certain kinds of work that student employees can not do. If students are 14 or 15 they should not be placed at sites that include manufacturing, mining, or that have hazardous aspects. If students are sixteen or seventeen, they may be employed at sites where hazardous occupations are performed by others; however, these students should not perform the hazardous tasks.

A 14 or 15 year old student can be employed for a salary

during the school day if she is involved in an approved Work Experience/Career Exploration (WECEP) program. There is a maximum number of hours per day and per week that a 14 or 15 year old student in an approved WECEP program can be employed during school hours: up to three hours a day or a maximum of twenty-three hours during a school week.

There are different guidelines for 14 to 15 year old student employees and the 16 to 17 year old student employees.

- o 14-15 year olds may be employed during nonschool hours in any nonhazardous, non manufacturing and non-mining job.
- o 14-15 year olds may work for a maximum of 3 hours a day (a maximum of 18 hours a week) during nonschool hours.
- o 14-15 year olds can work a maximum of 8 hours (a maximum of 40 hours per week) when school is not in session.
- o 14-15 year olds cannot work before 7:00 a.m. nor after 7:00 p.m. (exception: summer vacation).
- o 16-17 year olds may work for unlimited time during non-school hours if the job is considered to be nonhazardous.
- o 18 year olds and older can work at any job for unlimited hours.

PAYING LESS THAN MINIMUM WAGE

When a student with a disability becomes a paid employee and is not producing like other nondisabled employees, an employer

can pay less than minimum wage. But the employer would have to obtain a special certificate (WH-223) from the regional office of the Wage and Hour Division, U.S. Department of Labor. Alternately, an agency could contract work from an employer and obtain a different special certificate (WH-226) as a sheltered workshop, work activities center or training and evaluation center.

Transition coordinators can assist employers or refer them to the State Vocational Rehabilitation Agency for help with the following procedures:

- o Employers requesting permission to pay below the minimum wage must submit a WH-223 application to the regional office of the Department of Labor.
- o Only the employer can officially apply for and receive this certificate. However, the transition coordinator may fill out the WH-223 application form for the employer, particularly the required information concerning the worker's disability.
- o Depending on the Department of Labor's evaluation of the student's degree of impairment, a special minimum wage is approved.

When an employer obtains the WH-223 certificate to pay less than minimum wage, there are established criteria governing how much below minimum wage an employee with disabilities can

earn. Part 524 of the Department of Labor regulations contains the rules under which an employee with a disability may earn less than minimum wage. To begin with, for a specified period of time, employees with disabilities may receive 75%, 50%, or 25% of statutory minimum wages. Wages less than minimum must also be based on the salary paid to employees who are non-disabled for the same type, quality, and quantity of work. Furthermore, when an employer makes a request to the Department of Labor to pay a salary less than 50% of the minimum, this request must be accompanied by a letter from the State Vocational Rehabilitation Agency certifying that the employee's disability is severe enough to warrant this wage. Only under experimental conditions will the Department of Labor authorize wages to employees with severe disabilities that are less than 25%. Otherwise, people with disabilities earning less than 25% of minimum wage must be employees of work activity centers or self employed. In addition to the Federal Government regulating wages below the minimum, some states have their own regulations with which employers need to comply.

There are some special considerations when administrators and transition coordinators help employers apply to pay a percentage of minimum wage.

- o A distinction should be made between the percentage of minimum wage when calculating rate of pay and the

percentage of the prevailing wage for a job.

EXAMPLE: Robert (See Profile #3, p.13, in The Handbook for Instructional Staff)

Robert has obtained a summer supported employment position as a commercial dishwasher operator at a local restaurant. The prevailing hourly wage for this position is \$5.00. Robert is producing at 40% of the work expected of a nondisabled employee at the same job. He is entitled to 40%, or \$2.00 per hour, of the prevailing hourly salary. If Robert's salary had been calculated using the minimum wage (\$3.35 per hour) instead of the prevailing wage he would only receive \$1.34 hourly.

- o The calculation of a commensurate wage paid to an employee with disabilities should include quality as well as quantity of work.
- o When determining normal levels of productivity, short-term, task-time studies of nondisabled employees are not appropriate because they set 'normal' levels of productivity unrealistically high.
- o Productivity alone does not capture the complete economic contribution of an employee with a disability. Other contributing factors include punctuality, reliable attendance, and consistent adherence to work rules.
- o A work activity certificate should be obtained for

employees with disabilities who consistently earn below 50% of normal production. In these situations, productivity must be rigorously measured and documented in order to protect employees.

- o The Department of Labor has no authority over a self-employed person with a disability who forms and owns his/her own business. Minimum wage is not an issue.
- o The Department of Labor can waive regulations for special experimental programs in which a person with a disability earns less than 25% of minimum wage.

FOR MORE INFORMATION

Contact the nearest U.S. Department of Labor, Office of Employment Standards Administration, Wage and Hour Division.

Martin, J.E., & Husch, J.V. (1987). School-based vocational programs and labor laws. The Journal of The Association for Persons with Severe Handicaps, 12(12), 140-144.

Hagner, D., Nisbet, J., Callahan, M., & Moseley, C. (1987). Payment mechanisms for community employment: Realities and recommendations. The Journal of The Association for Persons with Severe Handicaps. 12(1), 42-52.

GUARDIANSHIP AND FINANCIAL PLANNING

Guardianship is a legal relationship, established through the court system, between a student and a court approved person. The court approved person, referred to as the guardian, can be a parent, another responsible person suggested by the parent or court, or even a corporation/agency that offers this type of service to parents of students with handicaps. The court confers the right to make specific decisions, in the best interests of the student, to the guardian. Thus, the court determines that the student, referred to as the ward, can not make some or all decisions adequately for him/herself.

Guardianship is one of four options that parents of a student with severe disabilities should explore so as to assure themselves of a reasonably comfortable future for their son/daughter. The other options that parents may consider include protective services through a state social service department, a representative payee selected through a federal agency, or a trust that parents can establish with the aid of a lawyer.

All parents, no matter what their financial status, should be urged to explore all four options before making decisions with regard to their son's/daughter's future.

The transition coordinator may provide parents with some initial information and perhaps some literature on this topic. Parents who appear interested in pursuing these issues further can be referred to local agencies with expertise in these areas.

Parents are considered the natural and legal guardians of children under 18. Students who are 18 years old or older are held responsible for their decisions whether or not they are competent in making these decisions. Therefore, parents may want to explore guardianship before their son/daughter reaches the age of 18. Guardianship can be applied for by the courts at anytime. After a guardian has been approved by the court, it is generally a permanent decision unless contested by the parents, their son/daughter, or another party.

The major issue in guardianship is whether or not an individual can (or will be able to) make reasoned decisions for herself. Within the judicial system, decision making abilities are based upon the degree of mental competence a person has. In order to clarify the issue a number of questions can be asked. Will or can the individual be able to make reasonable decisions about:

- o where he should live?
- o with whom she might associate?
- o where to go or whom to contact in cases of emergency?

- o daily functioning?
- o leisure time activities?
- o a job?
- o his health care?
- o getting work related benefits?
- o how to spend money?
- o budgeting?

Based upon the answers to these and other questions, the individual is considered competent, partially competent, or completely incompetent. A competent person can and will make adequate and reasonable decisions about all aspects of her adult life. A partially competent person can make adequate decisions about certain, but not all, aspects of her adult life. An incompetent person can not make adequate decisions about her life.

Based upon mental competence, the court then decides what type of guardian a ward may need. Basically, guardians fall into one of three broad categories: plenary (full), limited, or general. These categories of responsibilities are then connected to duties that relate to financial matters and/or personal matters. A summary of types of guardians includes:

- o plenary financial guardian - takes on all financial responsibilities for the ward.
- o plenary personal guardian - makes all personal decisions

for the ward.

- o limited financial guardian - takes on only certain financial responsibilities for the ward.
- o limited personal guardian - makes only specific personal decisions for the ward.
- o general guardian - takes on all personal and financial decision making for the ward.
- o limited general guardian - makes only specific personal and financial decisions for the ward.

After deciding the type of guardianship needed, the court must assign a guardian to a ward. Parents can make recommendations to the court regarding to whom they would like to see appointed, and these recommendations are taken very seriously. With parental suggestion, a private individual may be chosen to function in the role of guardian. Corporate guardians are also available. These are agencies (e.g., Association for Retarded Citizens) that accept the power to act in behalf of a ward (or a group of persons with disabilities). When no prior arrangements have been made by parents, after they are deceased the courts may choose a public facility, such as a social service agency, to act as guardian.

The second option that is available to parents is the state department of social services. Each state differs in terms of the protective laws that govern the state social services

departments. Essentially, departments of social services provide protective measures to those who are not able to plan or prepare for their own well-being. This may include clothing, medical care, food or housing. Although the procedure for involving and obtaining services through state departments may be speeded up in emergency situations, generally any one can submit a report to the department of social services indicating that a person needs care, is neglected or abused. This is followed by an investigation of the report, a petition to the court that help is needed, and finally court authorization to the state social services department to provide care. Protective services apply to adults as well as children. Such services will not be provided unless someone files a report of neglect, abuse or need for care with the local state department. Some states require that the court determine mental competence through guardianship procedures when the department of social services becomes involved. Parents who want to establish a relatively secure future for their son/daughter may not want to rely solely on the state department of social services.

A third option exists whereby a representative payee is chosen by a federal agency to receive benefits from SSI or SSDI in behalf of the individual. Unlike guardians or protective services, a court procedure is not required. In many instances, parents are named representative payees for their

sons/daughters. A representative payee is not permanent. The federal agency may change the payee to the individual or someone else at any time.

Establishing a trust for the benefit of a son/daughter who has a disability is another approach parents might consider. It is a viable alternative for all parents whether or not they have substantial money or property to leave their children. Unlike protective services or a representative payee, a trust requires financial planning by parents. Parents need to 'take stock' of their salaries or wages, government benefits, any private property, inheritance or trusts, and prepare a will. Establishing a trust is not complicated, but does require the help of a lawyer. It is possible through a trust for a son/daughter to remain eligible for government benefits, e.g., SSI and SSDI, which can be combined with other private resources parents may want to leave their son/daughter in trust. A lawyer can write a trust in a way that supplements payments that their son/daughter receives from SSI or SSDI. If a trust is written in this manner, the government is prevented from using the resources that parents put into the trust to pay for services the government is providing. A trust, created in this way, will supplement minimum government benefits to the son/daughter.

Many disability service agencies, such as United Cerebral

Palsy Associations or Associations for Retarded Citizens, have resource people available to provide consultation to parents on guardianship and financial planning.

APPENDIX A

ITP FORM

INDIVIDUALIZED TRANSITION PLAN

NAME OF STUDENT _____ DATE OF BIRTH _____ DATE OF PLANNED MEETING _____

PLANNING TEAM _____

TRANSITION OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
--------------------	------	--	-----------------------------------	---	--

VOCATIONAL PLACEMENTS

Competitive _____

Supportive _____

Sheltered _____

Specify the above or
other _____

Identify current & past
Vocational Experiences _____

NAME OF STUDENT _____

DATE _____

TRANSITION OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY & RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
--------------------	------	--	-------------------------------------	---	--

LIVING ARRANGEMENTS

With Family _____

Semi-independent Living _____

Community Residence _____

Specify the above or other _____

Identify current living
arrangements _____

NAME OF STUDENT _____

DATE _____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
-------------------	------	--	-----------------------------------	---	--

RECREATION AND LEISURE

Use of integrated,
community facilities &
programs _____

Use of specialized facili-
ties & programs _____

Specify the above or other _____

Identify current recreation
and leisure programs being
used

NAME OF STUDENT _____

DATE _____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
-------------------	------	--	-----------------------------------	---	--

TRANSPORTATION

Provided by family _____

Public Transportation _____

Specialized transport _____

Orientation & Mobility
assistance _____Specify the above or
other _____

Identify current modes of
transportation used _____

NAME OF STUDENT _____

DATE _____

TRANSITION ISSUES

GOAL SCHOOL REPRESENTATIVES
& RESPONSIBILITIESPARENT/FAMILY
RESPONSIBILITIESAGENCIES INVOLVED
RESPONSIBILITIES
& CONTACT PERSONSUPPORTIVE IEP
GOAL(S)/OBJECTIVE(S)

INCOME

SSI _____

SSDI _____

Food Stamps _____

Earnings _____

Other (specify) _____

Identify the above types of
assistance being received__

NAME OF STUDENT _____

DATE _____

TRANSITION ISSUES

GOAL SCHOOL REPRESENTATIVES
& RESPONSIBILITIESPARENT/FAMILY
RESPONSIBILITIESAGENCIES INVOLVED
RESPONSIBILITIES
& CONTACT PERSONSUPPORTIVE IEP
GOAL(S)/OBJECTIVE(S)

MEDICAL CARE

Insurance

Medicaid _____

Medicare _____

Other (specify) _____

Specialized health care _____

Other (specify) _____

Identify current health
insurance _____Identify current services
being used _____

NAME OF STUDENT _____

DATE _____

TRANSITION ISSUES

GOAL SCHOOL REPRESENTATIVES
& RESPONSIBILITIESPARENT/FAMILY
RESPONSIBILITIESAGENCIES INVOLVED
RESPONSIBILITIES
& CONTACT PERSONSUPPORTIVE IEP
SERVICES

FAMILY SUPPORT

Peer support network _____

Parent education _____

Counseling _____

Respite care _____

Economic assistance _____

Legal services (trusts,
wills, guardianship) _____

Advocacy _____

Specify the above or other _____

Identify current family
support services used _____

APPENDIX B
PARENT INPUT FORMS AND INSTRUCTIONAL
STAFF QUESTIONNAIRE

**PLANNING PROCESS: PARENT INPUT I
STUDENT PREFERENCES, STYLE, AND ACTIVITIES***

Student: _____ Parent Interviewed: _____

Interviewer: _____ Date: _____

Preferences and Style

1. a. How does your son or daughter make himself or herself understood to you and other family members?

Speech _____ Gestures _____ Sign Language _____
Pointing _____ Touch Sign _____ Communication Device _____
Gestures and Sounds _____

- b. How do you communicate with your son or daughter?

2. When your son or daughter likes something, what does he or she do?

Speaks, signs or uses communication device _____	Takes or grabs _____
Laughs or smiles _____	Jumps or rocks _____
Points or reaches out _____	Makes sounds (describe) _____
	Other _____

3. When your son or daughter dislikes something, what does he or she do?

Speaks, signs or uses communication device _____	Makes sound (describe) _____
Cries or Frowns _____	Gestures (describe) _____
Screams _____	
Pushes or throws _____	Other _____
Looks, pulls, or turns away _____	

* Sources from which some questionnaire items were adapted:

Turnbull, H.R., Turnbull, A.P., Bronicki, G.J., Summers, J.A., & Roeder-Gordon, C. (1989). Disability and the family: A guide to decisions for adulthood. Baltimore, MD: Paul H. Brookes.

Ford, A., Dempsey, P., Black, J., Davern, L., Schnorr, R., & Meyer, L. (1987). Parent input: Priority goals. In The syracuse curriculum-referenced curriculum guide for students with moderate and severe handicaps (pp. 325-337). Syracuse, NY: Syracuse University.

4. What are your son's or daughter's three or four favorite activities?
5. What are the three activities your son or daughter likes least?
6. Does your son or daughter begin activities on his or her own?
Yes _____ No _____
If yes, which ones?
7. Does your son or daughter seek out people to do things with?
Yes _____ No _____
8. How does your son or daughter respond to new situations and settings?
withdraws _____ gets upset _____ explores _____
Describe what he or she actually does.
9. Describe how your son or daughter responds to children, teenagers, and adults in the community -- to neighbors, and to individuals in places he or she goes (e.g., ignores them, tries to communicate with children, pushes away people who get too close)?

 Student Activities

10. For each of the activities listed below indicate whether your son/daughter does the activity independently, with help, or not at all.

	Indep- endent	With Help	Not Done
----- Eating a meal -----	-----	-----	-----
----- Preparing a meal or snack -----	-----	-----	-----
----- Setting the table -----	-----	-----	-----
----- Cleaning up -----	-----	-----	-----
----- Selecting foods for meal or snack -----	-----	-----	-----
----- Dressing/Undressing -----	-----	-----	-----
----- Selecting clothes appropriate for activities and weather -----	-----	-----	-----
----- Selecting clothes to be purchased -----	-----	-----	-----
----- Using public toilets -----	-----	-----	-----
----- Managing menstrual care -----	-----	-----	-----
----- Shaving -----	-----	-----	-----
----- Making the bed -----	-----	-----	-----
----- Doing laundry -----	-----	-----	-----
----- Sweeping, mopping, or vacuuming -----	-----	-----	-----
----- Caring for plants -----	-----	-----	-----
----- Other housework (Specify) ----- ----- ----- -----	-----	-----	-----

	Indep- endent	With Help	Not Done
----- Using the telephone -----	-----	-----	-----
----- Using television or radio -----	-----	-----	-----
----- Using tape recorder or record player -----	-----	-----	-----
----- Shopping in neighborhood food store -----	-----	-----	-----
----- Eating in a restaurant -----	-----	-----	-----
----- Using neighborhood services (e.g., barber, cleaning store) -----	-----	-----	-----
----- Walking in the neighborhood -----	-----	-----	-----
----- Using local public transportation -----	-----	-----	-----
----- Participating in sports -----	-----	-----	-----
----- Attending religious service -----	-----	-----	-----
----- Using a park -----	-----	-----	-----
----- Going to a movie or musical event at a theatre -----	-----	-----	-----
----- Attending a neighborhood "Y" or other recreational agency ----- -----	-----	-----	-----

Comments

Interviewer: _____ Date: _____

1. What would you like your son/daughter to learn in school to increase his/her participation in family life?
2. What would you like your son/daughter to learn in school to increase his/her participation in community activities?

PLANNING PROCESS: PARENT INPUT III

Goals for Adult Life

Student: _____ Parent Interviewed: _____

Interviewer: _____ Date: _____

1. What would you like your son/daughter to do after finishing school?
 - a. Living arrangements: Where would you like him/her to live?
 - b. Travel: How would you like him/her to travel to activities?
 - c. Work or other daily activity: Would you like him/her to work? If yes, what kind of work would you like your son/daughter to engage in? If no, what other kinds of activities?
 - d. Recreation activities (free time): What would you like him/her to do during free time?
2. Has your son/daughter ever indicated anything that he/she would like to do as an adult?

If yes, what?

School Learning for Adult Life

3. What would you like your son/daughter to learn while he/she is still going to school in preparation for adult life? Give two or three activities in each of the areas below.
 - a. Household activities:
 - b. Personal hygiene, grooming, and dressing:
 - c. Recreational activities:
 - d. Neighborhood activities:
4. What kinds of work experiences would you like your son/daughter to have while still in school?

INSTRUCTIONAL STAFF QUESTIONNAIRE

Please indicate any areas in which there is a difference between parental viewpoints and your own viewpoint on current school activities and on transition goals.

CURRENT SCHOOL ACTIVITIESTRANSITION GOALS

APPENDIX C

REFERENCE LIST

APPENDIX C

REFERENCE LIST

- Bellamy, G.T., Rhodes, L.E., Mank, D.M., & Albin, J.A. (1988). Supported employment: A Community implementation guide. Baltimore, MD.: Paul H. Brookes.
- Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J. & Dempsey, P., (Eds.) (1989). The syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore, MD: Paul H. Brookes.
- Hagner, D., Nisbet, J., Callahan, M., & Moseley, C. (1987). Payment mechanisms for community employment: Realities and recommendations. The Journal of the Association for Persons with Severe Handicaps. 12(1), 45-52.
- Kiernan, W.E., & Brinkman, L. (1988). Disincentives and barriers to employment. In P. Wehman, & M.S. Moon(Eds.) Vocational rehabilitation and supported employment. Baltimore, MD: Paul H. Brookes.
- Martin, J.E., & Husch, J.V. (1987). School-based vocational programs and labor laws. The Journal of the Association for Persons with Severe Handicaps. 12(2), 140-144.
- Social Security Administration, Office of Disability (1988). A summary guide to social security and supplemental security income work incentives for the disabled and blind. (SSA Pub. No. 64-030, ICN 436900). Washington, D.C.
- Turnbull, III, H.R., Turnbull, A.P., Bronicki, G.J. Summers, J.A., & Roeder-Gordon, C. (1989). Disability and the family: A guide to decisions for adulthood. Baltimore, MD: Paul H. Brookes.
- Wehman, P., Moon, M.S., Everson, J.M., Wood, W., & Barcus, J.M. (1988). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brookes.

APPENDIX D
PUBLISHERS' ADDRESSES

APPENDIX D

PUBLISHERS' ADDRESSES

Abingdon Press
201 8th Avenue South
P.O. Box 801
Nashville, Tennessee 37202
1-800-251-3320

The Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007
(202)377-5220
American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011 (212)620-2000

C.E.C. Information Center
1920 Association Drive
Reston, VA 22091

Center on Human Policy
Division of Special Education and Rehabilitation
724 Comstock Avenue
Syracuse, N.Y. (315)443-3851

Grune and Stratton
6277 Sea Harbor Drive
Orlando, FL 32821
1-800-545-2522
(within Florida) (407)345-251

Human Service Press, Inc.
72 Fifth Avenue
New York, N.Y. 10011
(212)243-6000

Irvington Publishers
740 Barnum Avenue
Bridgeport, CT 06608
(203)366-1900

Kansas University Affiliated Facility
Bureau of Child Research and Department of Special Education
University of Kansas
3111 Haworth
Lawrence, Kansas 66045
(913)864-4950

Lifeboat Press
P.O. Box 11782
Marina Del Rey, CA 90295
(213)305-1600

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775

Social Security Administration
Office of Disability
Altmeyer Building
6401 Security Boulevard
Baltimore, MD 21235
1-800-234-5SSA

State University of New York-Albany
1400 Washington Avenue
Albany, N.Y. 12222
(518)442-4845

Sugar Sign Press
1407 Fairmont Street
Greensboro, N.C. 27403

Syracuse University
Division of Special Education
805 S. Crouse Avenue
Syracuse, N.Y. 13244-2280
(315)423-4126

Teacher's College Press
Teacher's College, Columbia University
1234 Amsterdam Avenue
New York, N.Y. 10027
1-800-638-3030

Teaching Research
345 Monmouth Avenue
Monmouth, OR 97361
(503)838-1220

University of Oregon
Specialized Training Program
135 Education
Eugene, OR 97403
(503)686-5311

APPENDIX E

PRODUCT LIST: CATALOGUES FOR ADAPTIVE AIDS AND EQUIPMENT

APPENDIX E

PRODUCT LIST: CATALOGUES FOR ADAPTIVE AIDS AND EQUIPMENT

ABLEDATA

Adaptive Equipment Center
Newington's Children's Hospital
181 East Cedar Street
Newington, CT 06111
800/344-5405 or
203/667-5405 in Connecticut

ABLENET-AccessAbility Incorporated
360 Hoover St, N.E.
Minneapolis, MN 55412
(612) 331-5958

A Manual for Augmented Sensory Feedback Devices for
Training Severely Handicapped Students
Philippa H. Cambell, William McInerey & Mark
Middleton
Children's Hospital Medical Center of Akron
Akron, Ohio 44308

Adaptive Environments
Massachusetts College of Art
621 Huntington Avenue
Boston, MA 02115
(617) 739-0088
(Publications on environmental design and adaptations)

American Foundation for the Blind
15 West 16th Street
New York, NY 10010
(212) 620-2000

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206
(502) 895-2405

Guinta Associates
67 Leuning Street
South Hackensack, NJ 07606
(212) 594-4974
(201) 488-4425
(Environmental modification and equipment for
individuals with hearing impairments)

Independent Living Aids
11 Commercial Court
Plainview, NY 11803
(516) 681-8288
Linda J. Burkhart
8503 Rhode Island Avenue
College Park, MD 20740
(Designs for teacher made adaptive equipment and
switches)

Telephone Pioneers of America
Manhattan Empire Chapter
195 Broadway
New York, NY 10007
Showroom:
1095 Avenue of the Americas
New York, Ny 10036
(212) 395-8408
(Adaptive equipment for people with sensory and
physical disabilities. Will custom make equipment
to meet individual needs.)

APPENDIX F

STATE AGENCIES SERVING PERSONS WITH MENTAL RETARDATION
AND DEVELOPMENTAL DISABILITIES

APPENDIX F

STATE AGENCIES SERVING PERSONS WITH MENTAL RETARDATION
AND DEVELOPMENTAL DISABILITIES*

Department of Mental Health
200 Interstate Park Drive
P.O. Box 3710
Montgomery, **ALABAMA** 36193
(205) 271-9295

Developmental Disabilities Section
Division of Mental Health and
Developmental Disabilities
Department of Health and
Social Services
Pouch H-04
Juneau, **ALASKA** 99811
(907) 465-3372

Division of Developmental
Disabilities
Department of Economic Security
P.O. Box 6123, 1841 West Buchanan
Phoenix, **ARIZONA** 85005
(602) 258-0419

Developmental Disabilities
Services
Department of Human Services
P.O. Box 1437, Waldon Building
7th and Main Streets, 5th Fl.
Little Rock, **ARKANSAS** 72203
(501) 682-8662

Department of Developmental Services
Health and Welfare Agency
1600 9th Street, N.W., 2nd Floor
Sacramento, **CALIFORNIA** 95814
(916) 323-3131

*From: National Association of State Mental Retardation
Program Directors, Inc., 1988.

Division for Developmental
Disabilities
3824 West Princeton Circle
Denver, **COLORADO** 80236
(303) 762-4550

Department of Mental Retardation
90 Pitkin Street
East Hartford, **CONNECTICUT** 06108
(203) 528-7141

Division of Mental Retardation
Department of Health and Social
Services
Robins Building
802 Silver Lake Boulevard
Walker Road
Dover, **DELAWARE** 19901
(302) 736-4386

Department of Human Services
Commission on Social Services
Developmental Disabilities
Administration
409 O Street, N.W.
Washington, **DC** 20001
(202) 673-7678

Developmental Services Program
Office
Department of Health and
Rehabilitation Services
1311 Winewood Blvd.
Building 5, Room 215
Tallahassee, **FLORIDA** 32301
(904) 488-4257

Mental Retardation Services
Division of Mental Health and Mental Retardation
Department of Human Resources
878 Peachtree Street, N.E.
Atlanta, **GEORGIA** 30309
(404) 894-6313

Community Services for the
Developmentally Disabled
741 A Sunset Avenue
Honolulu, **HAWAII** 96816
(808) 732-0935

Division of Community Rehabilitation
Department of Health and Welfare
450 W. State, 19th Floor
Boise, **IDAHO** 83720
(208) 334-5531

Department of Mental Health and
Developmental Disabilities
402 Stratton Office Building
Springfield, **ILLINOIS** 62706
(217) 782-7395

Division of Developmental
Disabilities
Department of Mental Health
117 East Washington Street
Indianapolis, **INDIANA** 46204-3647
(317) 232-7836

Division of Mental Health Resources
Department of Social Services
Hoover State Office Building
Des Moines, **IOWA** 50319
(515) 281-6003

Department of Social and
Rehabilitative Services
State Office Building, 5th Floor
Topeka, **KANSAS** 66612
(913) 296-3471

Division of Mental Retardation
Department for Mental Health
and Mental Retardation Svcs.
275 East Main
Frankfort, **KENTUCKY** 40621
(502) 564-7700

Office of Mental Retardation
Department of Health and Human
Resources
721 Government Street, Room 308
Baton Rouge, **LOUISIANA** 70802
(504) 342-6811

Maine Department of Mental Health and
Mental Retardation
411 State Office Building, Station 40
Augusta, **MAINE** 04333
(207) 289-4220

Developmental Disabilities
Administration
Department of Health and Mental
Hygiene
201 W. Preston Street
4th Floor, O'Connor Building
Baltimore, **MARYLAND** 21201
(301) 225-5600

Department of Mental Retardation
160 N. Washington Street
Boston, **MASSACHUSETTS** 02114
(617) 727-5608

Bureau of Community Residential
Services, Program Development,
Policy and Standards
Department of Mental Health
6th Floor, Lewis Cass Building
Lansing, **MICHIGAN** 48913
(517) 335-0196

Department of Public Welfare
Centennial Office Building
5th Floor
St. Paul, **MINNESOTA** 55155
(612) 297-1241

Bureau of Mental Retardation
Department of Mental Health
1500 Woolfolk Building
Jackson, **MISSISSIPPI** 39201
(601) 359-1290

Division of Mental Retardation and
Developmental Disabilities
Department of Mental Health
2002 Missouri Blvd.
P.O. Box 687
Jefferson City, **MISSOURI** 65102
(314) 751-4054

Division of Developmental
Disabilities
Department of Social and
Rehabilitation Services
P.O. Box 4210
111 Sanders, Rm. 202
Helena, **MONTANA** 59604
(406) 444-2995

Office of Mental Retardation
Department of Public Institutions
P.O. Box 94728
Lincoln, **NEBRASKA** 68509
(402) 471-2851 Ex. 5110

Mental Hygiene
Mental Retardation Division
Gilbert Building
1001 N. Mountain Street, Suite 1-H
Carson City, **NEVADA** 89710
(702) 885-5943

Division of Mental Health and
Developmental Services
State Office Park South
105 Pleasant Street
Concord, **NEW HAMPSHIRE** 03301
(603) 228-5010

Division of Developmental
Disabilities
Department of Human Services
222 South Warren Street
Capital Place One
Trenton, **NEW JERSEY** 08625
(609) 292-3742

Developmental Disabilities Bureau
Department of Health and the
Environment
P.O. Box 968
Santa Fe, **NEW MEXICO** 87504-0968
(505) 827-0020 Ext. 2578

Office of Institutional Services
P.O. Box 968
Santa Fe, **NEW MEXICO** 87504-0968

New York State Office of Mental
Retardation and Developmental
Disabilities
44 Holland Avenue
Albany, **NEW YORK** 12229
(518) 473-1997

Division of Mental Health/Mental
Retardation Services
Department of Human Services
Ablemare Building
325 N. Salisbury Street
Raleigh, **NORTH CAROLINA** 27611
(919) 733-3654

Developmental Disabilities Division
Department of Human Services
State Capitol Building
Bismarck, **NORTH DAKOTA** 58505
(701) 224-2768

Department of Mental Retardation and
Developmental Disabilities
State Office Tower
30 E. Broad St., Room 1284
Columbus, **OHIO** 43215
(614) 466-5214

Developmental Disabilities Services
Department of Human Services
P.O. Box 25352
Oklahoma City, **OKLAHOMA** 73125
(405) 521-3571

Program for Mental Retardation and Developmental
Disabilities Division of Mental Health
Department of Human Resources
2575 Bittern Street, N.W.
Salem, **OREGON** 97310
(503) 378-2429

Department of Public Welfare
Room 302, Health and Welfare Bldg.
Harrisburg, **PENNSYLVANIA** 17120
(717) 787-3700

Department of Social Services
P.O. Box 11398
Santurce, **PUERTO RICO** 00910
(809) 723-2127

Division of Retardation
Department of Mental Health,
Mental Retardation and Hospitals
Aime J. Forand Building
600 New London Avenue
Cranston, **RHODE ISLAND** 02920
(401) 464-3234

Department of Mental Retardation
2712 Middleburg Drive
P.O. Box 4706
Columbia, **SOUTH CAROLINA** 29240
(803) 737-6444

Office of Developmental Disabilities and Mental
Health
Department of Social Services, Kneip Building
Pierre, **SOUTH DAKOTA** 57501
(605) 773-3438

Department of Mental Health and
Mental Retardation
Doctor's Building
706 Church Street
Nashville, **TENNESSEE** 37219-5393
(615) 741-3803

Department of Mental Health and
Mental Retardation
Box 12668, Capitol Station
Austin, **Texas** 78711
(512)M465-4520

Division of Services to the
Handicapped
Department of Social Services
150 West N. Temple, Suite 234
P.O. Box 45500
Salt Lake City, **UTAH** 84145
(801) 538-4199

Department of Mental Health
103 S. Main Street
Waterbury, **VERMONT** 05676
(802) 241-2636

Office of Mental Retardation Services
P.O. Box 1797
Richmond, **VIRGINIA** 23214 (804) 786-1746

Division of Developmental
Disabilities
Department of Social and Health
Services
P.O. Box 1788, OB-42C
Olympia, **WASHINGTON** 98504
(206) 753-3900

Developmental Disabilities Services
Division of Behavioral Health
Department of Health
1800 Washington Street, East
Charleston, **WEST VIRGINIA** 25305
(304) 348-0627

Developmental Disabilities Office
Department of Health and Social
Services
P.O. Box 7851
Madison, **WISCONSIN** 53707
(608) 266-9329

Division of Community Programs
355 Hathaway Bldg.
Cheyenne, **WYOMING** 82002-0170
(307) 777-6488

Independent Living Program
Office of Manpower Resources
TERRITORY OF AMERICAN SAMOA Fagatoga 97699

APPENDIX G
STATE REHABILITATION AGENCIES
SERVING PERSONS WITH VISUAL IMPAIRMENTS

APPENDIX G

STATE REHABILITATION AGENCIES

SERVING PERSONS WITH VISUAL IMPAIRMENTS

Services for the Blind and Deaf
P.O. Box 11586
Montgomery, **ALABAMA** 36111
205/281-8780

Division of Vocational Rehabilitation
Pouch F
Mail Stop 05810
Juneau, **ALASKA** 99811-0500
907/465-2814

Division of Vocational Rehabilitation
Dept. of Human Resources
American Samoa Govt.
Pago Pago, **AMERICAN SAMOA** 96799
(011)684/633-1805

Navaho Vocational Rehabilitation Program
P.O. Box 1420
Window Rock, **ARIZONA** 86515

State Services for the Blind
4620 North 16th Street, Room 100
Phoenix, **ARIZONA** 85016
602/255-5853

Division of Services for the Blind
Dept. of Human Services
Box 3237
411 Victory Street
Little Rock, **ARKANSAS** 72203
501/371-2587

Department of Rehabilitation
830 K Street Mall
Sacramento, **CALIFORNIA** 95814
916/445-3971

Services for the Blind
1575 Sherman Street
Denver, **COLORADO** 80203-1714
303/866-5196

State Board of Education and
Services for the Blind
Dept. of Human Resources
170 Ridge Road
Wethersfield, CONNECTICUT 06109
203/566-5800

Division for the Visually Impaired
Biggs Building
Health & Social Service Campus
1901 N. Dupont Highway
New Castle, DELAWARE 19720
302/421-5730

Rehabilitation Services Administration
Commission on Social Services
Dept. of Human Services
Govt. of the District of Columbia
605 G Street, N.W. Room 1101
Washington
DISTRICT OF COLUMBIA 20001
202/727-3227

Division of Blind Services
Dept. of Education
2540 Executive Center Circle, W
Douglas Building
Tallahassee, FLORIDA 32301
904/488-1330

Division of Rehabilitation Services
Field Services, Program for the Blind
878 Peachtree Street, N.E.
Atlanta, GEORGIA 30309
404/894-7616

Department of Rehabilitation
Government of Guam
122 Harmon Plaza, Rm. B201
Harmon Industrial Park, GUAM 96911
011/671/646-9468

Services for the Blind
1901 Bachelot Street
Honolulu, HAWAII 96817
808/548-7408

Idaho Commission for the Blind
341 W. Washington Street
Boise, IDAHO 83720
208/334-3220

Illinois Department of Rehab. Services
623 East Adams Street
P.O. Box 19429
Springfield, ILLINOIS 62794-9429
217/782-2093

Office of Vocational Rehabilitation
Indiana Dept. of Human Services
P.O. Box 7083
ISTA Building
150 West Market St.
Indianapolis, INDIANA 46207-7083
317/232-1319

Department for the Blind
524 Fourth Street
Des Moines, IOWA 50309-2364
515/281-7986

Dept. of Social & Rehabilitation Services
300 Southwest Oakley St.
Biddle Building, 1st floor
Topeka, KANSAS 66606
913/296-3911

Department for Blind Services
Education & Arts Cabinet
427 Versailles Road
Frankfort, KENTUCKY 40601
502/564-4754

Division of Rehabilitation Services
Dept. of Social Services
P.O. Box 94371
Baton Rouge, LOUISIANA 70804
504/342-2285

Bureau of Rehabilitation
Dept. of Human Services
32 Wintrop Street
Augusta, MAINE 04330
207/289-2266

Vocational Rehabilitation Division
Commonwealth of the Northern
Mariana Islands
P.O. Box 1521-CK
Saipan, MARIANA ISLANDS MR 96950
011/670/234-6538

Division of Vocational Rehabilitation
Administration Offices
2301 Argonne Drive
Baltimore, MARYLAND 21218
301/554-3000

Massachusetts Commission for the Blind
88 Kingston Street
Boston, MASSACHUSETTS 02111
617/727-5550

Michigan Commission for the Blind
Dept. of Labor
201 N. Washington St.
Lansing, MICHIGAN 48909
517/373-2062

Minnesota State Services for the Blind
Dept. of Jobs & Training
1745 University Avenue
Saint Paul, MINNESOTA 55104
612/642-0508

Division of Vocational Rehabilitation for the Blind
P.O. Box 4872
Jackson, MISSISSIPPI 39215
601/354-6411

Bureau for the Blind
Division of Family Services
619 East Capitol
Jefferson City, MISSOURI 65101
314/751-4249

Visual Services Division
Dept. of Social & Rehabilitation Services
P.O. Box 4210, 111 Sanders
Helena, MONTANA 59604
406/444-3434

Services for the Visually Impaired
Dept. of Public Institutions
4600 Valley Road
Lincoln, NEBRASKA 68510-4844
402/471-2891

Rehabilitation Division
Dept. of Human Resources
505 East King Street, Room 503
Carson City, NEVADA 89710
702/687-4440

Division of Vocational Rehabilitation
State Dept. of Education
78 Regional Dr.
Concord, **NEW HAMPSHIRE** 03301
603/271-3471

Commission for the Blind and Visually Impaired
New Jersey Dept. of Human Services
1100 Raymond Boulevard
Newark, **NEW JERSEY** 07102
201/648-2324

Commission for the Blind
Pera Building Room 205
Santa Fe, **NEW MEXICO** 87503
505/827-4479

State Dept. of Social Services
Commission for the Blind and Visually Handicapped
10 Eyck Office Building
40 North Pearl Street
Albany, **NEW YORK** 12243
518/473-1801

Division of Services for the Blind
North Carolina Dept. of Human Resources
309 Ashe Avenue
Raleigh, **NORTH CAROLINA** 27606
919/733-9822

Office of Vocational Rehabilitation
Dept. of Human Services
State Capitol
600 E. Boulevard Ave.
Bismarck, **NORTH DAKOTA** 58505-0295
701/224-2907

Ohio Rehabilitation Services Commission
400 E. Campus View Boulevard
Columbus, **OHIO** 43235-4604
614/438-1210 TDD

Rehabilitation Services Division
Dept. of Human Services
2409 N. Kelley
Oklahoma City, **OKLAHOMA** 73125
405/424-6006, ext. 2840

Commission for the Blind
535 S.E. 12th Avenue
Portland, **OREGON** 97214
503/238-8375

Bureau of Blindness and Visual Services
Dept. of Public Welfare
1301 North 7th Street
P.O. Box 2675
Harrisburg, PENNSYLVANIA 17105
717/787-6176

Vocational Rehabilitation Program
Dept. of Social Services
Box 1118
Hato Rey, PUERTO RICO 00919
809/725-1792

Rhode Island State Services for
the Blind and Visually Impaired
275 Westminister St., 5th floor
Providence, RHODE ISLAND 02903
401/277-2300

Commission for the Blind
1430 Confederate Avenue
Columbia, SOUTH CAROLINA 29201
803/734-7520

Division of Services to the Visually Impaired
Department of Vocational Rehabilitation
State Office
700 N. Governors Drive
Pierre, SOUTH DAKOTA 57501-2275
605/773-4644

Services for the Blind
Division of Rehabilitation Services
Dept. of Human Services
Citizens Plaza, 15th Floor
400 Deaderick Street
Nashville, TENNESSEE 37219
615/741-2521

Texas State Commission for the Blind
Administration Building
4800 N. Lamar St.
Capitol Station
Austin, TEXAS 78711
512/459-2600

Utah State Office of Rehabilitation
250 E. 500 South
Salt Lake City, UTAH 84111
801/538-7530

Vermont Division for the Blind and Visually Impaired
Agency of Human Services
103 South Main Street
Waterbury, VERMONT 05676
802/241-2211

Virginia Department for the Visually Handicapped
397 Azalea Avenue
Richmond, VIRGINIA 23227-3697
804/371-3145

Division of Disabilities & Rehabilitation Services
c/o Dept. of Human Services
Barbel Plaza South
Saint Thomas, VIRGIN ISLANDS 00802
809/774-0930

Acting Director
Department of Services for the Blind
521 E. Legion Way, MS: FD-11
Olympia, WASHINGTON 98504-1422
206/586-1224

Services for the Blind
Division of Rehabilitation Services
State Board of Rehabilitation
State Capitol Complex
Charleston, WEST VIRGINIA 25305
304/766-4680

Bureau of Education
P.O. Box 189
Koror, Palau
WESTERN CAROLINE ISLANDS 96940

Division of Vocational Rehabilitation
Dept. of Health & Social Services
1 W. Wilson, 8th floor
P.O. Box 7852
Madison, WISCONSIN 53702
608/266-5466

Division of Vocational State Board
Dept. of Employment
1100 Herschler Building
Cheyenne, WYOMING 82002
307/777-7385

APPENDIX H
STATE VOCATIONAL REHABILITATION AGENCIES

APPENDIX H

STATE VOCATIONAL REHABILITATION AGENCIES

Division of Rehabilitation
and Crippled Children Service
P.O. Box 11586
Montgomery, **ALABAMA** 36111
205/281-8780

Division of Vocational Rehabilitation
Box F, MS 0581
Juneau, **ALASKA** 99811-0500
907/465-2814

Division of Vocational Rehabilitation
Dept. of Human Resources
American Samoa Government
Pago Pago, **AMERICAN SAMOA** 96799
011/684/633-1805

Rehabilitation Services Administration
Dept. of Economic Security
1300 W. Washington Street
Phoenix, **ARIZONA** 85007
602/542-3332

Division of Rehabilitation Services
P.O. Box 3781
Arkansas Dept. of Human Services
Little Rock, **ARKANSAS** 72203
501/682-6708

Dept. of Rehabilitation
830 K Street Mall
Sacramento, **CALIFORNIA** 95814
916/445-3971

Rehabilitation Services
Dept. of Social Services
1575 Sherman St., 4th floor
Denver, **COLORADO** 80203-1714
303/866-5196

Division of Rehabilitation Services
State Board of Education
10 Griffin Road North
Windsor, **CONNECTICUT** 06095
203/298-2003

Division of Vocational Rehabilitation
Dept. of Labor
Elwyn Building
321 East 11th Street
Wilmington, **DELAWARE** 19801
302-571-2850

Rehabilitation Services Administration
Commission on Social Services
Dept. of Human Services
Govt. of the District of Columbia
605 G Street, N.W., Room 1101
Washington, **DISTRICT OF COLUMBIA** 20001
202/727-3227

Division of Vocational Rehabilitation
Dept. of Labor and Employment Security
1709-A Mahan Drive
Tallahassee, **FLORIDA** 32399-0696
904/488-6210

Dept. of Vocational Services
Dept. of Human Services
878 Peachtree Street, N.E., Rm. 706
Atlanta, **GEORGIA** 30309
404/894-6670

Dept. of Rehabilitation
Government of Guam
122 Harmon Plaza, Rm. B201
Harmon Industrial Park, **GUAM** 96911
011/671/646-9468

Division of Vocational Rehabilitation
Dept. of Human Services
Bishop Trust Building
1000 Bishop St., Rm. 615
Honolulu, **HAWAII** 96813
808/548-4769

Division of Vocational Rehabilitation
Len B. Jordan Building, rm. 150
650 West State
Boise, **IDAHO** 83720
208/334-3390

Illinois Dept. of Rehabilitation Services
623 E. Adams Street
P.O. Box 19429
Springfield, **ILLINOIS** 62794-9429
217/782-2093

Office of Vocational Rehabilitation
Indiana Dept. of Human Services
P.O. Box 7083
ISTA Building
150 W. Market Street
Indianapolis, **INDIANA** 46207-7083
317/232-1319

Iowa Division of Vocational Rehabilitation Services
Dept. of Education
510 East 12th Street
Des Moines, **IOWA** 50319
515/281-6731

Rehabilitation Services
Dept. of Social & Rehabilitation Services
300 Southwest Oakley Street
Biddle Building, 1st Floor
Topeka, **KANSAS** 66606
913/296-3911

Office of Vocational Rehabilitation
930 Capital Plaza Tower
Frankfort, **KENTUCKY** 40601
502/564-4566

Division of Rehabilitation Services
Dept. of Social Services
P.O. Box 94371
Baton Rouge, **LOUISIANA** 70804
504/342-2285

Bureau of Rehabilitation
Dept. of Human Services
32 Winthrop Street
Augusta, **MAINE** 04330
207/289-2266

Division of Vocational Rehabilitation
Administrative Offices
2301 Argonne Drive
Baltimore, **MARYLAND** 21218
301/554-3000

Massachusetts Rehabilitation Commission
Fort Point Place
27-43 Wormwood St.
Boston, **MASSACHUSETTS** 02210-1606
617/727-2172

Michigan Rehabilitation Services
Dept. of Education
P.O. Box 30010
Lansing, **MICHIGAN** 48909
517/373-3391

Division of Rehabilitation Services
Dept. of Jobs & Training
5th floor
390 N. Robert Street
St. Paul, **MINNESOTA** 55101
612/297-2962

Office of Vocational Rehabilitation Services
P.O. Box 1698
Jackson, **MISSISSIPPI** 39205
601/354-6825

State Dept. of Elementary & Secondary Education
Division of Vocational Rehabilitation
2401 E. McCarty Street
Jefferson City, **MISSOURI** 65101
314/751-3251

Dept. of Social & Rehabilitation Services
Rehabilitation Services Division
P.O. Box 4210, 111 Sanders
Helena, **MONTANA** 59604
406/444-2590

Division of Rehabilitation Services
State Dept. of Education
301 Centennial Mall, South 6th floor
Lincoln, **NEBRASKA** 68509
402/471-2961

Rehabilitation Division
Dept. of Human Resources
5th floor
505 E. King Street
Carson City, **NEVADA** 89710
702-687-4440

Division of Vocational Rehabilitation
State Dept. of Education
78 Regional Drive
Concord, **NEW HAMPSHIRE** 03301
603/271-3471

Division of Vocational Rehabilitation Services
New Jersey Dept. of Labor & Industry
John Fitch Plaza
Trenton, **NEW JERSEY** 08625
609-292-5987

Division of Vocational Rehabilitation
State Dept. of Education
604 W. San Mateo
Santa Fe, **NEW MEXICO** 87503
505/827-3511

The New York State Education Dept.
Vocational Educational Services for
Individuals with Disabilities (VESID)
One Commerce Plaza, 16th floor
Albany, **NEW YORK** 12234
518/474-2714

Division of Vocational Rehabilitation Services
Dept. of Human Resources
State Office
P.O. Box 26053
Raleigh, **NORTH CAROLINA** 27611
919/733-3364

Office of Vocational Rehabilitation
Dept. of Human Services
State Capitol
600 E. Boulevard Avenue
Bismarck, **NORTH DAKOTA** 58505-0295
701/224-2907

Vocational Rehabilitation Division
Commonwealth of the Northern Mariana Islands
P.O. Box 1521-CK
Saipan, **NORTHERN MARIANA ISLANDS** 96950
011/670/234-6538

Ohio Rehabilitation Services Commission
400 E. Campus View Blvd.
Columbus, **OHIO** 43235-4604
614/438-1210

Rehabilitation Services Division
Dept. of Human Services
2409 N. Kelley
Oklahoma City, **OKLAHOMA** 73125
405/424-6006, ext. 2840

Vocational Rehabilitation Division
Dept. of Human Resources
2045 Silverton Road, N.E.
Salem, OREGON 97310
503/378-3830

Office of Vocational Rehabilitation
Dept. of Labor & Industry
1300 Labor & Industry Building
7th and Forster Streets
Harrisburg, PENNSYLVANIA 17120
717/787-5244

Vocational Rehabilitation
Dept. of Social Services
P.O. Box 1118
Hato Rey, PUERTO RICO 00919
809-725-1792

Vocational Rehabilitation
Dept. of Human Services
40 Fountain Street
Providence, RHODE ISLAND 02903
401/421-7005

South Carolina Vocational Rehabilitation Dept.
P.O. Box 15
1410 Boston Avenue
West Columbia, SOUTH CAROLINA 29171-0015
803/734-4300

Division of Rehabilitation Services
700 North Governors Drive
Pierre, SOUTH DAKOTA 57501-2275
605/773-3195

Division of Rehabilitation Services
Dept. of Human Services
Citizen Plaza Building, 15th floor
400 Deaderick Street
Nashville, TENNESSEE 37219
615-741-2521

Texas Rehabilitation Commission
4900 N. Lamar, Rm. 7102
Austin, TEXAS 78751-2316
512/483-4001

Utah State Office of Rehabilitation
250 E. 500 South
Salt Lake City, UTAH 84111
801/538-7530

Vocational Rehabilitation Division
Agency of Human Services
Osgood Building, Waterbury Complex
103 S. Main Street
Waterbury, **VERMONT** 05676
802/241-2189

Division of Disabilities and Rehabilitation Services
c/o Dept. of Human Services
Barbel Plaza South
St. Thomas, **VIRGIN ISLANDS** 00802
809/774-0930

Dept. of Rehabilitative Services
Commonwealth of Virginia
4901 Fitzhugh Avenue
P.O. Box 11045
Richmond, **VIRGINIA** 23230-1045
804/367-0316

Division of Vocational Rehabilitation
Dept. of Social & Health Services
State Office Bldg. No. 2 - DSHS
MS 21-C P.O. Box 1788
Olympia, **WASHINGTON** 98504
206/753-5473

Division of Rehabilitation Services
State Board of Rehabilitation
State Capitol Complex
Charles, **WEST VIRGINIA** 25305
304/766-4601

Bureau of Education
P.O. Box 189
Koror, Palau
WESTERN CAROLINE ISLANDS 96940

Division of Vocational Rehabilitation
Dept. of Health & Social Services
1 West Wilson, 8th floor
P.O. Box 7852
Madison, **WISCONSIN** 53702
608/266-2168

Division of Vocational State Board
Dept. of Employment
1100 Herschler Building
Cheyenne, **WYOMING** 82002
307/777-7385

APPENDIX I
STATE PROTECTION AND ADVOCACY AGENCIES

APPENDIX I

STATE PROTECTION AND ADVOCACY AGENCIES

Alabama DD Advocacy Program
918 4th Avenue
Tuscaloosa, **ALABAMA** 35401
(205) 348-4928

Protection and Advocacy for the
Developmentally Disabled Inc.
325 E. 3rd Ave., 2nd FL.
Anchorage, **ALASKA** 99501
(907) 274-3658

Client Assistance Program
P.O. Box 3492
Pago Pago, **AMERICAN SAMOA**
(9) 011-633-2418

Arizona Center for Law in the
Public Interest
112 North Central Avenue, Suite 400
Phoenix, **ARIZONA** 85004
(602) 252-4904

Advocacy Services, Inc.
12th & Marshall Streets, Suite 504
Little Rock, **ARKANSAS** 72202
(501) 371-2171

California Protection & Advocacy, Inc.
2131 Capitol Avenue
Sacramento, **CALIFORNIA** 95816
(916) 447-3331
(800) 952-5746

Legal Center for Handicapped Citizens
1060 Bannock Street, Suite 316
Denver, **COLORADO** 80204
(303) 573-0542

Office of P&A for Handicapped & DD
Persons
90 Washington Street, Lower Level
Hartford, **CONNECTICUT** 06105
(203) 566-7616
(203) 566-2102 (Teletype)
(800) 842-7303
(Statewide Toll free)

Disabilities Law Program
114 E. Market Street
Georgetown, **DELAWARE** 19947
(302) 856-0038

Information Center for Handicapped Individuals
605 G Street, N.W.
Washington, DC 20001
(202) 347-4986

Governor's Commission on Advocacy
for Persons with Disabilities
Office of the Governor, Capitol
Tallahassee, **FLORIDA** 32301
(904) 488-9070

Georgia Advocacy Office, Inc.
1447 Peachtree Street, N.E., Suite 811
Atlanta, **GEORGIA** 30309
(404) 885-1447
(800) 282-4538

Office for Developmentally Disabled People
P.O. Box 8319
Tamuning, **GUAM** 96911
(671) 447-7280

Protection and Advocacy Agency
1580 Makaloa Street, Suite 860
Honolulu, **HAWAII** 96814
(808) 949-2922

Idaho's Coalition of Advocates
for the Disabled, Inc.
1510 W. Washington
Boise, **IDAHO** 83702
(208) 336-5353

Illinois DD P&A Board
160 N. LaSalle, Suite 435
Chicago, **ILLINOIS** 60601
(312) 793-3536

Indiana P&A Service Commission for
the Developmentally Disabled
850 N. Meridian Street, Suite 2-C
Indianapolis, **INDIANA** 46204
(317) 232-1150
(800) 622-4845

Iowa Protection and Advocacy Service, Inc.
3015 Merle Hay Road, Suite 6
Des Moines, IOWA 50310
(515) 278-2502

Kansas Advocacy & Protective Services
Suite 2, 513 Leavenworth Street
Manhattan, KANSAS 66502
(913) 776-1541
(800) 432-8276

Office for Public Advocacy
Division for P&A
151 Elkhorn Court
Frankfort, KENTUCKY 40601
(502) 564-2967
(800) 372-2988

Advocacy Center for the Elderly & Disabled
1001 Howard Ave., Suite 300A
New Orleans, LOUISIANA 70113
(504) 522-2337
(800) 662-7705

Advocates for the DD
2 Mulliken Court
P.O. Box 5341
Augusta, MAINE 04330
(207) 289-5755
(800) 452-1948

Maryland Advocacy Unit for DD (MAUDD)
2510 St. Paul Street
Baltimore, MARYLAND 21218
(301) 333-7600

DD Law Center for Massachusetts
11 Beacon Street, Suite 925
Boston, MASSACHUSETTS 02108
(617) 723-8455

Michigan P&A Service
313 South Washington Square, Lower Level
Lansing, MICHIGAN 48933
(517) 487-1755

Legal Aid Society of Minneapolis
222 Grain Exchange Building
323 Fourth Avenue, South
Minneapolis, MINNESOTA 55415
(612) 332-7301

Mississippi P&A System for DD, Inc.
4750 McWillie Dr. Suite 101
Jackson, **MISSISSIPPI** 39206
(601) 981-8207

Missouri DD P&A Service, Inc.
211 B Metro Drive
Jefferson City, **MISSOURI** 65101
(314) 893-3333
(800) 392-8667

DD/Montana Advocacy Program, Inc.
1219 East 8th Avenue
Helena, **MONTANA** 59601
(406) 444-3889; (800) 332-6149

Nebraska Advocacy Services for DD Citizens, Inc.
422 Lincoln Center Building
215 Centennial Mall So. Rm. 422
Lincoln, **NEBRASKA** 68508
(402) 474-3183

DD Advocate's Office
480 Galletti Way, Bldg. #14-E
Sparks, **NEVADA** 89431
(702) 789-0223
(800) 992-5715

DD Advocacy Center, Inc.
6 White Street
P.O. Box 19
Concord, **NEW HAMPSHIRE** 03301
(603) 228-0432

N.J. Dept. of Public Advocate
Office of Advocacy for the DD
Hughes Justice Complex CN850
Trenton, **NEW JERSEY** 08625
(609) 292-9742
(800) 792-8600

P&A System for New Mexicans with DD
San Pedro N.E., Bldg. 4, Suite 140
Albuquerque, **NEW MEXICO** 87110
(505) 888-0111
(800) 432-4682

NY Commission on Quality of Care for the Mentally Disabled
99 Washington Avenue
Albany, **NEW YORK** 12210
(518) 473-4057
(518) 473-7995

Governor's Advocacy Council for Persons with Disabilities
115 West Jones Street
Raleigh, **NORTH CAROLINA** 27611
(919) 733-9250

P&A Project for the DD
Governor's Council on Human Resources
13th Floor, State Capitol
Bismarck, **NORTH DAKOTA** 58505
(701) 224-2972
(800) 472-2670

Catholic Social Services, Box 745
Saipan, Commonwealth of the
NORTHERN MARIANA ISLANDS 96950
9-011-670-6981

Ohio Legal Rights Service
8 East Long Street, 6th Floor
Columbus, **OHIO** 43215
(614) 466-7264
(800) 282-9181

Protection and Advocacy Agency for DD
9726 East 42nd
Osage Building, Room 133
Tulsa, **OKLAHOMA** 74146
(918) 664-5883

Oregon DD Advocacy Center
400 Board of Trade Building
310 Southwest 4th Avenue
Portland, **OREGON** 97204
(503) 243-2081

DD Advocacy Network (DDAN), Inc.
3540 N. Progress Avenue
Harrisburg, **PENNSLYVANIA** 17110
(717) 657-3320
(800) 692-7443

Protection and Advocacy
Puerto Rico Dept. of Consumer Affairs
Minillas Governmental Center
North Building
P.O. Box 41059 Minillas Station
Santurce, **PUERTO RICO** 00904
(809) 727-8880

Rhode Island P&A System (RIPAS), Inc.
86 Weybosset Street, Suite 508
Providence, RHODE ISLAND 02903
(401) 831-3150

S.C. P&A System for the Handicapped, Inc.
2360-A Two Notch Road
Columbia, SOUTH CAROLINA 29204
(803) 254-1600

South Dakota Advocacy Project, Inc.
221 South Central Avenue
Pierre, SOUTH DAKOTA 57501
(605) 224-8294
(800) 742-8108

EACH., Inc.
P.O. Box 121257
Nashville, TENNESSEE 37212
(615) 298-1080
(800) 342-1660

Advocacy, Incorporated
7700 Chevy Chase Drive, Suite 300
Austin, TEXAS 78752
(512) 475-5543
(800) 252-9108

Legal Center for the Handicapped
254 West 400 South, Suite 300
Salt Lake City, UTAH 84101
(801) 363-1347
(800) 662-9080

Vermont DD P&A, Inc.
6 Pine Street
Burlington, VERMONT 05401
(802) 863-2881

Advocacy Department for the Developmentally Disabled
9th Street Office Bldg, Suite 527
Richmond, VIRGINIA 23219
(804) 786-4185
(800) 552-3962 (TDD & Voice)

Committee on Advocacy for the Developmentally Disabled, Inc.
47A Mars Hill, Star Route
Fredericksted, St. Croix
U.S. VIRGIN ISLANDS 00863
(809) 772-1200

The Troubleshooters Office
1550 West Armory Way, Suite 204
Seattle, WASHINGTON 98119
(206) 284-1037

West Virginia Advocates for the Developmentally
Disabled, Inc.
1200 Brooks Medical Bldg.
Quarrier Street, Suite 27
Charleston, WEST VIRGINIA 25301
(304) 346-0847
(800) 642-9205

Wisconsin Coalition for Advocacy, Inc.
30 W. Mifflin, Suite 508
Madison, WISCONSIN 53703
(608) 251-9600; (800) 328-1110

DD P&A System, Inc.
2424 Pioneer Avenue, #101
Cheyenne, WYOMING 82001
(307) 632-3496; (800) 328-1110

APPENDIX J

DISTRICT OFFICES OF THE NEW YORK STATE
OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES
FOR INDIVIDUALS WITH DISABILITIES

APPENDIX J

DISTRICT OFFICES OF THE NEW YORK STATE
OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES
FOR INDIVIDUALS WITH DISABILITIES

VESID district office addresses and phone numbers are listed below. If you can't reach a district office, or want more information, call the VESID HOTLINE, at 1-800-222-JOBS.

55 Elk Street
ALBANY, New York 12207
(518) 473-8097
(518) 473-8467

92 Hawley Street
BINGHAMTON, New York 13901
(607) 773-7830
(607) 773-7998TDD

ELMIRA Satellite Office
(607) 734-5294
(607) 734-4676 V/TDD

1500 Pelham South
1st Floor
BRONX, New York 10461
(212) 931-3500
(212) 828-4003 TDD

111 Livingston Street, 23rd Floor
BROOKLYN, New York 11201
(718) 834-6550
(718) 834-6562 TDD

General William J. Donovan State Office Building
8th Floor
125 Main Street
BUFFALO, New York 14203
(716) 867-3294
(716) 847-1495 TDD

State Office Building
Veterans Highway
HAUPPAUGE, New York 11788
(516) 360-6357
(516) 360-6370 TDD

50 Clinton Street
Room 708
HEMPSTEAD, New York 11550
(516) 483-6510
(516) 483-6510 TDD

East Main Street Road
R.D. #1 Box 39
MALONE, New York 12953
(518) 483-3530
(518) 483-6070 V/TDD

116 West 32nd Street
6th Floor
NEW YORK, New York 10001
(212) 563-6400
(212) 563-6454 TDD
(212) 563-8351 TDD
(212) 563-8361 TDD

120 Dutchess Turnpike
Canterbury Plaza
1st Floor
POUGHKEEPSIE, New York 12603
(914) 452-5325
(914) 452-5995 TDD

1 LeFrak City Plaza
59-17 Junction Boulevard
20th Floor
QUEENS, New York 11368
(718) 271-9346
(718) 271-9799 TDD

109 South Union Street
2nd Floor
ROCHESTER, New York 14607
(716) 325-5990
(716) 325-6278 TDD

State Office Building
Room 230
333 East Washington Street
SYRACUSE, New York 13202
(315) 428-4179
(315) 428-4164 TDD

State Office Building
207 Genesee Street
UTICA, New York 13501
(315) 793-2536
(315) 793-2667 TDD

55 Church Street
3rd Floor
WHITE PLAINS, New York 10601
(914) 946-1313
(914) 946-1520 TDD

APPENDIX K

PROTECTION AND ADVOCACY AGENCIES
NEW YORK STATE REGIONAL OFFICES

APPENDIX K

PROTECTION AND ADVOCACY AGENCIES

NEW YORK STATE REGIONAL OFFICES

NYS Commission on Quality of Care
99 Washington Avenue
Suite 1002
ALBANY, New York 12210
(518) 473-7378

NEW YORK CITY REGION

NYS Commission on Quality of Care
Bureau of Protection and Advocacy
Suite 320 B
80 Maiden Lane
NEW YORK, New York 10038
(212) 804-1640

New York Lawyers for the Public Interest, Inc.
135 E. 15th Street
NEW YORK, New York 10003
(212) 777-7707

LOWER HUDSON REGION

Westchester Independent Living Center, Inc.
297 Knollwood Road
WHITE PLAINS, New York 10607
(914) 682-3926 (VOICE or TTY)

CENTRAL REGION

Legal Services of Central New York, Inc.
633 South Warren Street
SYRACUSE, New York 13202
(315) 475-3127

UPPER HUDSON REGION

Mid-Hudson Legal Services, Inc.
429 Main Street
POUGHKEEPSIE, New York 12601
(914) 452-7911

Disabilities Law Clinic at Albany Law School
80 New Scotland Avenue
ALBANY, New York 12208
(518) 445-2328

NORTH COUNTRY REGION

North Country Legal Services
61 Brinkerhoff St.
PLATTSBURGH, New York 12901
(518) 563-4022

North Country Legal Services
P.O. Box 648
CANTON, New York 13517
(315) 386-4586

WESTERN REGION

Advocacy for the Developmentally Disabled, Inc.
242 Andrews Street, 2nd Floor
ROCHESTER, New York 14604
(716) 546-1700

Neighborhood Legal Services, Inc.
495 Ellicot Square Building
BUFFALO, New York 14203
(716) 847-0650

SOUTHERN TIER REGION

Broome Legal Assistance Corporation
30 Fayette Street
P.O. Box 2011
BINGHAMTON, New York 13902
(607) 723-7966

LONG ISLAND REGION

Long Island Advocacy Center
Herricks Community Center
999 Herricks Road
NEW HYDE PARK, New York 11040
(516) 248-2222

APPENDIX L
NEW YORK STATE INDEPENDENT LIVING CENTERS

145

APPENDIX L

NEW YORK STATE INDEPENDENT LIVING CENTERS

Capital District Center for Independence

Todd Eggert

845 Central Ave.

Albany, NEW YORK 12206

(518)459-6422

TDD: 459-6422

Model Approaches for ILPs

Jessica Swirsky

Human Resources Center, IU Willets Rd.

Albertson, Long Island NEW YORK 11507

(516)747-5400

TDD: none

Independent Living Center of Amsterdam, Inc.

Bonnie Page

135 Guy Park Ave.

Amsterdam, NEW YORK 12010

(518)842-3561

TDD: 842-3593

Options for Independence

Carol Moore Tucker

55 Market Street

Auburn, NEW YORK 13021

(315)255-3447

TDD: 255-2156

Batavia Center for Independent Living

Linda Olson

61 Swan Street

Batavia, NEW YORK 14020

(716)343-4524

TDD: 343-4524

Southern Tier Independence Center

Maria Dibble

107 Chenango St.

Binghamton, NEW YORK 13901

(607)724-2111

TDD: 724-2111

Bronx Independent Living Services
Director
3525 Decatur Avenue
Bronx, NEW YORK 10467
(212)515-2800
TDD: 515-2803

Brooklyn Center for Independence o/t Disabled
Denise Ann McQuade
408 Jay St.
Brooklyn, NEW YORK 11201
(718)625-7500
TDD: 625-7712

Independent Living Center
Douglas Usiak
3108 Main St.
Buffalo, NEW YORK 14214
(716)836-0822
TDD: 836-0824

Suffolk County Office of Handicapped Services
Bruce Blower
65 Jetson Lane
Central Islip, NEW YORK 11722
(516)348-5340
TDD: 582-6616

Access to Independence and Mobility (AIM)
Raymond F. Cotter
158 Chemung Street
Corning, NEW YORK 14830
(607)962-8225
TDD: 937-5125

Western New York IL Program
Director
2015 Transit
Elma, NEW YORK 14059
(716)838-6904
TDD: none

Long Island CIL/SUNY
Director
Administration Bldg., #115
Farmingdale, NEW YORK 11735
(516)420-2000
TDD: none

Corning	Civic Center Plaza Corning, NY 14830
Dunkirk	One Liberty Square Dunkirk, NY 14048
Elmira	333 East Water Street Elmira, NY 14902
Geneva	83 Seneca Street Geneva, NY 14456
Glens Falls	Quaker Village, Quaker Rd. Glens Falls, NY 12801
Gloversville	13 North Arlington Ave. Gloversville, NY 12078
Herkimer	114 North Prospect St. Herkimer, NY 1335
Hudson	747 Warren St. Hudson, NY 12534
Ithaca	Babcock Hall, Terrace Hill Clinton and Aurora St. Ithaca, NY 14850
Jamestown	Federal Building Prendergast and Second St. Jamestown, NY 14702
Kingston	718 Broadway Kingston, NY 12401
Monticello	63 North Street Monticello, NY 12701
Nanuet	410 Nanuet Mall South Nanuet, NY 10954
New Rochelle	3 Cottage Place New Rochelle, NY 10801
Newburgh	473 Broadway Newburgh, NY 12550
Niagara Falls	8424 Mil-Pine Plaza Niagara Falls, NY 14304
Peekskill	Crossroads Plaza Shopping Ctr. Peekskill, NY 10566

Ogdensburg	Ogdensburg Mall Ogdensburg, NY 13669
Olean	517 North Barry Street Olean, NY 14760
Oneonta	125 Main St. Room 208 Oneonta, NY 13810
Oswego	120 East First St. Oswego, NY 13126
Plattsburgh	19 Elm Street Plattsburgh, NY 12901
Poughkeepsie	235 Main Street Poughkeepsie, NY 12601
Ridgmont	2745 Ridge Road West (Rochester) Rochester, NY 14626
Rochester	100 State St. Room 500 Rochester, NY 14614
Rome	301 West Dominick St. Rome, NY 13440
Schenectady	530 Franklin St. Schenectady, NY 12305
Syracuse	100 South Clinton St. Syracuse, NY 13260
Troy	2 Third St. Troy, NY 12180
Utica	287 Genesee St. Utica, NY 13501
Watertown	190 Stone St. Watertown, NY 13601
West Seneca	1966 Ridge Rd. West Seneca, NY 14224
White Plains	55 Church St. 4th floor White Plains, NY 10601
Yonkers	53 South Broadway Yonkers, NY 10701

Glens Falls Independent Living Center
Linda S. Hatz
P.O. Box 453, Quaker Bay Center G
Glens Falls, NEW YORK 12801
(518)792-3537
TDD: 792-3548

Finger Lakes Independence Center
Terry Ofner
Suite 112, 609 W. Clinton St.
Ithaca, NEW YORK 14850
(607)272-2433
TDD: 272-2433

Queens Independent Living Center
Michael M. McIntyre
140-40 Queens Blvd.
Jamaica, NEW YORK 11435
(718)658-2526
TDD: 658-4720

Southwestern Independent Living Center, Inc.
Marie Carruba
878 North Main Street, Rear Entrance
Jamestown, NEW YORK 14701
(716)661-3010
TDD: 661-3012

Resource Center for Accessible Living, Inc.
Joan Gunderson
602 Albany Avenue
Kingston, NEW YORK 12401
(914)331-0541
TDD: 331-8680

Long Island Center for Independent Living
Patricia Moore
3601 Hempstead Turnpike, Room 312
Levittown, NEW YORK 11756
(516)796-0144
TDD: 796-0133

Massena Independent Living Center
Jeff Reifensnyder
1 North Main Street
Massena, NEW YORK 13662
(315)764-9442
TDD: none

Self Initiated Living Options, Inc.

June Roberts
74 Southaven Ave., Suite H
Medford, NEW YORK 11763
(516)289-6266
TDD: 289-6269

Western Orange Co. CIL, Inc.

Donna Miller
RD1 Box 144C Route 6
Slate Hill, NY 10973
(914)355-2030
TDD; 355-2060

Office o/t Exec. Services f/t Physically Handicapped

Don Dreyer
240 Old Country Road, Room 610
Mineola, NEW YORK 11501
none
TDD: none

Center for Ind. o/t Disabled in New York, Inc.

Marilyn Saviola
841 Broadway, Room 205
New York, NEW YORK 10003 (212)674-2300
TDD: 674-2300

Visions

Nancy Weber
817 Broadway, 11th Floor
New York, NEW YORK 10003
(212)477-3800
TDD: none

Directions in Independent Living

Anna Armstrong
2636 W. State Street
Olean, NEW YORK 14760
(716)373-4602
TDD: 373-4602

Catskill Center for Independence

Richard Zachmeyer
P.O. Box 1247, Route 23; Southside
Oneonta, NEW YORK 13820
(607)432-8000
TDD: 432-8000

Taconic Resources for Independence
Mary Wambach
89 Market Street
Poughkeepsie, NEW YORK 12601
(914)452-3913
TDD: 485-8110

Rochester Center for Independent Living
Judi DiGuiseppe
758 South Avenue
Rochester, NEW YORK 14620-2237
(716)442-6470
TDD: 442-6470

Independent Living in the Capital District
Marge Teagle
2660 Albany St.
Schenectady, NEW YORK 12304
(518)393-2412
TDD: none

Help Me Independent Living Center
Lila Steinberg
164 E. Eckerson Road
Spring Valley, NEW YORK 10977
(914)352-9065
TDD: none

Rockland Independent Living Center
Frank Palluotto
235 North Main
Spring Valley, NEW YORK 10977
(914)426-0707
TDD: 426-1180

Staten Island CIL, Inc.
Dorothy M. Doran
150 Walker Street
Staten Island, NEW YORK 10302
(718)720-9016
TDD: 720-9870

ARISE, Inc., Center for Independent Living
John Bateman-Ferry
501 E. Fayette St.
Syracuse, NEW YORK 13202
(315)472-3171
TDD: 472-3171

Troy Resource Center for Independent Living
Denise Figueroa
Troy Atrium, Broadway & 4th Street
Troy, NEW YORK 12180
(518)274-0701
TDD: 274-0216

Resource Center for Independent Living
Burt Danovitz
401 Columbia St.
Utica, NEW YORK 13502
(315)797-4642
TDD: 797-4642

Northern Regional Center for Ind. Living
Catharine Keane
Suite 405, Woolworth Building
Watertown, NEW YORK 13601
(315)785-8703
TDD: 785-8703

Long Island Assoc. for Children w/LD--CIL
Aaron Liebowitz
265 Post Avenue
Westbury, NEW YORK 11590
(516)334-4965
TDD: none

Westchester County Independent Living Center
Joseph Bravo
297 Knollwood Road
White Plains, NEW YORK 10607
(914)682-3926
TDD: 682-3408

Westchester Disabled on the Move
Mildred Caballero-Ho
984 North Broadway
Yonkers, NEW YORK 10701
(914)968-4717
TDD: 968-4717

APPENDIX M

BOROUGH/DISTRICT DEVELOPMENTAL SERVICES OFFICE
LISTING

APPENDIX M

BOROUGH/DISTRICT DEVELOPMENTAL SERVICES OFFICE

LISTING

B/DDSO	County Served
BDSO 97-45 Queens Blvd. REGO PARK, New York 11374 (718)262-4263	Queens
BDSO Bronx Developmental Center 1200 Waters Place BRONX, New York 10461 (212)430-0885	Bronx
BDSO 111 Livingston Street BROOKLYN, New York 11201 (718)834-6641	Kings
DDSO Broome Developmental Center Glenwood Road BINGHAMTON, New York 13905 (607)770-0211	Broome Chenango Otsego Delaware Tioga Tompkins
DDSO 254 Main Street HORNELL, New York 14843 (607)776-9800	Chemung Steuben Livingston Schuyler Wyoming
DDSO 110 West Third St., Suite 1 JAMESTOWN, New York 14701 (716)664-3141	Cattaraugus Allegany Chataugua
DDSO 2 Secor Road THIELLS, New York 10984 (914)947-1115	Orange Rockland Sullivan
DDSO 415 A. Oser Avenue HAUPPAUGUE, NEW YORK 11788 (516)434-6013	Nassau Suffolk

B/DDSO**County Served****BDSO**

New York

111 Eighth Avenue
NEW YORK, New York 10014
 (212)741-3866

DDSO

Monroe

Basin Park, Building H
 1160 Pittsford-Victor Rd.
PITTSFORD, New York 14534
 (716) 248-4600

DDSOOntario
WayneSeneca
Yates

Newark Developmental Center
 703 East Maple Avenue
NEWARK, New York 14513
 (315)331-1700

DDSOAlbany
Greene

Columbia

Oswald D. Heck Developmental Center
 Schenectady Balltown & Consaul Rds.
 Schoharie Rensselaer
SCHENECTADY, New York 12304
 (518)370-7370

DDSOHerkimer
Oneida

Lewis

Rome Developmental Center
 Box 550
ROME, New York 13440
 (315)336-2300

BDSO

Staten Island

2760 Victory Blvd.
STATEN ISLAND, New York 10314
 (718)983-5321 or 5322

DDSOClinton
Lawrence
Jefferson

Essex

Sunmount Developmental Center
 Franklin St.
TUPPER LAKE, New York 12986
 (518)359-3311

DDSOCayuga
Madison
OswegoCortland
Onondaga

416 Onondaga St.
SYRACUSE, New York 13202
 (315)425-5311

DDSODutchess
Putnam

Ulster

149 Union Street
POUGHKEEPSIE, New York 12601
 (914)473-5050

B/DDSO**County Served**

DDSO
 580 White Plains Road
TARRYTOWN, New York 10591
 (914)631-8188

Westchester

DDSO
 2001 Niagara Falls Blvd.
TONAWANDA, New York 14150
 (716)691-3341

Erie Genesee
 Niagara Orleans

DDSO
 10 Railroad Place
SARATOGA SPRINGS, New York 12866
 (518)583-2810

Fulton Saratoga
 Hamilton Warren
 Montgomery
 Washington

APPENDIX N

NEW YORK STATE OFFICES OF SOCIAL SECURITY

APPENDIX N

NEW YORK STATE OFFICES OF SOCIAL SECURITY

For the liaison person and telephone number of your local Social Security Office, please call toll free 1-800-234-5SSA. Personal service is provided Monday through Friday from 7AM to 7PM. Messages are taken at other times.

<u>Name</u>	<u>Address</u>
<u>Manhattan Offices</u>	
Midtown	1515 Broadway New York, NY 10036
Downtown	26 Federal Plaza Room 31-120 New York, NY 10278
Uptown	55 West 125th St. New York, NY 10027
Washington Heights	4292 Broadway New York, NY 10033
North Harlem	B0155 55 West 125th St. New York, NY 10027
East Harlem	306 East 111th St. New York, NY 10013
Chinatown	231 Grand Street New York, NY 10013
Delancey Street	85 Delancey Street New York, NY 10002
Lenox Hill	133 East 58th St. New York, NY 10022
Murray Hill	38 East 29th St. New York, NY 10016

Staten Island Offices

Staten Island	60 Bay Street Staten Island, NY 10301
Forest Avenue	595 Forest Avenue Staten Island, NY 10310

Bronx Offices

South Bronx	880 River Avenue Bronx, NY 10452
North Bronx	2720 Jerome Avenue Bronx, NY 10462
East Bronx	1990 Westchester Ave. Bronx, NY 10462
Hunts Point	953 Southern Blvd. Bronx, NY 10459
Baychester	40008 Boston Road Bronx, NY 10475
West Farms	2095 Southern Blvd. Bronx, NY 10460
Bronx Hub	390 East 150th St. Bronx, NY 10455
Bronx River Parkway	3315 White Plains Rd. Bronx, NY 10467

Brooklyn Offices

Boro Hall	248 Duffield Street Brooklyn, NY 11201
Flatbush	2236 Nostrand Avenue Brooklyn, NY 11210
Bushwick	790 Broadway Brooklyn, NY 11206
Avenue X	333 Avenue X Brooklyn, NY 11223

Cypress Hills	3386 Fulton Street Brooklyn, NY 11208
Bedford-Stuyvesant	1360 Fulton Street Brooklyn, NY 11216
Crown Heights	350 Troy Avenue Brooklyn, NY 11213
Bay Ridge	6209 Eleventh Avenue Brooklyn, NY 11219
East New York	114 Pennsylvania Ave. Brooklyn, NY 11207
Kings Plaza	4123 Avenue U Brooklyn, NY 11234
Williamsburgh	217 Havemeyer Street Brooklyn, NY 11211
Canarsie	1329 Rockaway Parkway Brooklyn, NY 11236
Glendale	67-10 Myrtle Avenue Glendale, NY 11385
<u>Queens Offices</u>	
Jackson Heights	77-14 Roosevelt Ave. Jackson Heights, NY 11372
Jamaica	90-25 161st Street Jamaica, NY 11432
Astoria	21-77 31st Street Astoria, NY 11105
Flushing	136-65 37th Ave. Flushing, NY 11354
Far Rockaway	617 Beach 20th St. Far Rockaway, NY 11691
Long Island City	29-28 41st Avenue Long Island City, NY 11101

Long Island Offices

Babylon	95 East Hoffman Ave. Lindenhurst, NY 11757
Freeport	133 West Sunrise Hwy. Freeport, NY 11520
Long Beach	151 East Park Ave. Long Beach, NY 11561
Melville	740 Walt Whitman Melville, NY 11747
Mineola	222 Station Plaza North Mineola, NY 11501
Patchogue	75 Oak Street Patchogue, NY 11772
Riverhead	5188 East Main Street Riverhead, NY 11901

Upstate New York Offices

Albany	1 Clinton Avenue Albany, NY 12207
Amherst	3095 Sheriden Drive Northtown Plaza Amherst, NY 14226
Auburn	2 Easterly Avenue Auburn, NY 13021
Batavia	45 Liberty Street Batavia, NY 14020
Binghamton	Federal Office & Courthouse 15 Henry Street Binghamton, NY 13901
Buffalo	111 West Huron Street Room 1200 Buffalo, NY 14202
Cheektowaga	75 Appletree Mall Cheektowaga, NY 14227